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The International Journal of
INDIAN PSYCHOLOGY



Person of the Month
Alfred Adler (1870-1937)

Editor in Chief:
Prof. Suresh M. Makvana, PhD
Editor:
Ankit P. Patel

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Chief Editor

Prof. Suresh M. Makvana, PhD

Editor

Ankit P. Patel

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Message from the Desk of Editor

This gives me an immense pleasure to announce that ‘RED’SHINE Publication, Inc’ is coming out with its third volume of peer reviewed, international journal named as ‘The International Journal of Indian Psychology. IJIP Journal of Studies’ is a humble effort to come out with an affordable option of a low cost publication journal and high quality of publication services, at no profit no loss basis, with the objective of helping young, genius, scholars and seasoned academicians to show their psychological research works to the world at large and also to fulfill their academic aspirations.

The International Journal of Indian Psychology welcomes submissions that explore the social, educational and psychological aspects of human behavior as related to human. Because The International Journal of Indian Psychology takes a broad and inclusive view of the study of both psychology and social science, this publication outlet is suitable for a wide variety of interests. Appropriate submissions could include general survey research, attitudinal measures, research in which criminal justice practitioners are participants, investigations into broad societal issues, or any number of empirical approaches that fit within the general umbrella provided by the journal.

At last, our thanks go out to the members of the journal who have done their best to work at this collaborative effort. May you continue in this wonderful spirit, which, we are sure will sustain your efforts in the future towards enhancing and enriching this journal.

Prof. Suresh Makvana, PhD¹
(Editor in Chief)

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Person of the Month: Alfred Adler (1870-1937)

Ankit Patel¹

Born	7 February, 1870 Vienna, Austria-Hungary
Died	28 May, 1937 Aberdeen, Scotland
Citizenship	Austrian
Known for	Individual psychology, The concept of the inferiority complex, President of the Vienna Psychoanalytic Society, 1910
Fields	Psychotherapist, Psychiatrist



Alfred Adler is known as one of the most influential thinkers in psychology. While he was initially a member of the Vienna Psychoanalytic Society, Adler eventually departed from Freud's theories and developed his own perspective, which he called Individual Psychology. He had a strong influence on a number of other eminent psychologists, including Carl Rogers, Abraham Maslow and Karen Horney.

Alfred Adler was an Austrian doctor and therapist who is best-known for forming the school of thought known as individual psychology. He is also remembered for his concept of the inferiority complex, which he believed played a major part in the formation of personality. Adler was initially a colleague of Sigmund Freud, helped establish psychoanalysis, and was a founding member of the Vienna Psychoanalytic Society. Adler's theory focused on looking at the individual as a whole, which is why he referred to his approach as individual psychology. Adler was eventually expelled from Freud's psychoanalytic circle, but he went on to have a tremendous impact on the development of psychotherapy. He also had an important influence on many other great thinkers including Abraham Maslow and Albert Ellis.

Alfred Adler was born in Vienna, Austria. He suffered rickets as a young child which prevented him from walking until the age of four. Due to his health problems as a child, Adler decided he

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Person of the Month: Alfred Adler (1870-1937)

would become a physician and, after graduating from the University of Vienna in 1895 with a medical degree, began his career as an ophthalmologist and later switched to general practice.

Adler soon turned his interests toward the field of psychiatry. In 1902, Sigmund Freud invited him to join a psychoanalytic discussion group. This group met each Wednesday in Freud's home and would eventually grow to become the Vienna Psychoanalytic Society. After serving as President of the group for a time, Adler left in part because of his disagreements with some of Freud's theories.

While Adler had played a key role in the development of psychoanalysis, he was also one of the first major figures to break away to form his own school of thought. He was quick to point out that while he had been a colleague of Freud's, he was in no way a disciple of the famous Austrian psychiatrist. In 1912, Alfred Adler founded the Society of Individual Psychology. Adler's theory suggested that every person has a sense of inferiority. From childhood, people work toward overcoming this inferiority by asserting their superiority over others. Adler referred to this as 'striving for superiority' and believed that this drive was the motivating force behind human behaviors, emotions, and thoughts.

Although Adler's psychological theory was developed nearly a century ago, many of his concepts are still brought to fruition through Adler University. His concepts based in social interest, social justice, equality, and the importance of education guide the Adler University's commitment to social change – from our curriculum, practica, internships, programming and experiential offerings for students, faculty and alumni – to our hundreds of partnerships at work with local communities to improve community mental health.

Although Adler's theory may be less interesting than Freud's, with its sexuality, or Jung's, with its mythology, it has probably struck you as the most common-sensical of the three. Students generally like Adler and his theory. In fact, quite a few personality theorists like him, too. Maslow, for example, once said that, the older he gets, the more right Adler seems. If you have some knowledge of Carl Rogers' brand of therapy, you may have noticed how similar it is to Adler's. And a number of students of personality theories have noted that the theorists called Neo-Freudians -- Horney, Fromm, and Sullivan -- should really have been called Neo-Adlerians.

And so the "positives" of Adler's theory don't really need to be listed: His clear descriptions of people's complaints, his straight-forward and common-sense interpretations of their problems, his simple theoretical structure, his trust and even affection for the common person, all make his theory both comfortable and highly influential.

TIMELINE

- 1870** Alfred Adler born on February 7th 1870
- 1888** Began his studies at the University of Vienna Medical School
- 1895** Received medical degree from the University of Vienna
- 1897** Married Raissa Timofeivna Epstein
- 1898** Established private practice in Vienna
-Birth of first daughter, Valentine
-Published two articles in Austria's "*Medical News Bulletin*"
- 1901** Second child, Alexandra, is born
- 1902** Published two articles in *Medical News Bulletin*
-Sigmund Freud invited Adler to join the fledgling Wednesday Psychological Society (later renamed to Vienna Psychoanalytic Society)
- 1904** Adler publishes his most important article to date, *The Physician as Educator*
-Converted from Judaism to Protestantism
-Birth of Kurt Adler
- 1905** Publication of *A Study of Organ Inferiority*
- 1909** Birth of Cornelia (daughter)
- 1911** Adler is expelled from the Vienna Psychoanalytic Society under Freud's impetus
-Adler forms his own group, initially called the Society for Free Psychoanalytic Inquiry
- 1912** Published *The Neurotic Constitution*
- 1913** Renamed his group The Society for Individual Psychology
- 1914** Published *Healing and Education*, edited by Adler
- 1916** Drafted as a military physician for the Austro-Hungarian Empire during World War I
- 1918** Discharged from military service, began emphasizing social feeling in writings
- 1922** Published *The Practice and Theory of Individual Psychology*
-Adler begins setting up educational consulting teams in child guidance for Vienna's public schools

Person of the Month: Alfred Adler (1870-1937)

1924

Became a professor at Vienna's Pedagogical Institute 1928 First lecture-tour of the United States

-Published *The Case of Miss R: The Interpretation of a Life Story*

1929

Became an adjunct professor at Columbia University, started to shift base of operations from Vienna to New York City

-Published *Individual Psychology in the Schools*

1931

Published *What Life Should Mean to You*

1932

Professor at the Long Island College of Medicine, Adler's first full-time academic position in the United States

1933

Published *Religion and Individual Psychology and Social Interest: A Challenge to Mankind*

1937

Died, May 28th, Aberdeen, Scotland

SELECTED PUBLICATIONS

Adler, A. (1925). *The Practice and Theory of Individual Psychology*. London: Routledge.

Adler, A. (1956). *The Individual Psychology of Alfred Adler*. H. L. Ansbacher and R. R. Ansbacher (Eds.). New York: Harper Torchbooks.

QUOTES

"It is easier to fight for one's principles than to live up to them."

"The chief danger in life is that you may take too many precautions."

"The only normal people are the ones you don't know very well."

"Exaggerated sensitiveness is an expression of the feeling of inferiority."

"Trust only movement. Life happens at the level of events, not of words. Trust movement."

"We must interpret a bad temper as a sign of inferiority."

"The greater the feeling of inferiority that has been experienced, the more powerful is the urge to conquest and the more violent the emotional agitation."

"It is the patriotic duty of every man to lie for his country."

"The educator must believe in the potential power of his pupil, and he must employ all his art in seeking to bring his pupil to experience this power."

"There is no such thing as talent. There is pressure."

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Anxiety among Male and Female of High and Low Socio-Economic Status

Hiral Y Suthar^{1*}, Dr. M. G Mansuri²

ABSTRACT

The present investigation was undertaken to find the impact of Anxiety among women. The emotional competence scale was administered on 245 women of Vadodara district. Sinha's Anxiety scale was used. Data were analysis by 't' test. Result show there is difference found in level of Anxiety among working male and female. Workings female have higher Anxiety compare with working male. There is difference found in level of Anxiety among working male and female of high and low Socio-Economic status. Male and female of high socio-economic status have lower Anxiety compare with male and female of low socio-economic status.

Keywords: *Anxiety, Male, Female, Socio-Economic Status.*

21st century can well be described as the age of Anxiety. The rapid changes in science, technology, knowledge, information sources i.e. in each and every sphere of life have overwhelmed the individual. It makes her helpless and lost leading to anxiety. Anxiety is associated with a state of apprehension, worry, helplessness, loneliness and feeling of insecurity. Sarson (1975) suggested that anxiety may interfere with one's concentration on the task and consequently undermine one's performance.

The modern age is full of turmoil, tension and tumult. The total set up of human society is being thwarted by a number of social and economic anomalies. Peoples are being compelled to remain in the domain of unrest where they are unable to take even a wink of sleep. Though, anxiety motivates the people for the attainment of desired goal yet its high and low forms are harmful foe the individual and society. By and large people are under pressure of conflict and frustration. The complexity of life is creating trouble in social relations.

Across the globe women are stepping out of their homes into the world of organizational challenges. Recent years have increasingly brought a great change in the life of Indian women

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Anxiety among Male and Female of High and Low Socio-Economic Status

too. They have come out the four walls of their homes in search of economic gain as well as fulfillment of their personal hopes and desires as human being. In Indian society no fixed pattern or redefinition of role of women in terms of the changed context has yet been achieved. A working woman has to take care of all the members of her family so anxiety is experienced by a working woman.

Beer Singh (1997) reported that compared working men, working women face fewer demands from family. Family role related anxiety is lesser working men.

OBJECTIVE

- To study of the anxiety among working male and female.
- To study of the anxiety among male and female of high and low socio-economic status.

Hypothesis:

- There is no significant difference between working male and female with regard to level of anxiety.
- There is no significant difference between male and female of high and low socio-economic status women with regard to level of anxiety.

METHODOLOGY

Sample:

In this present research 120 working male and female of high socio-economic status and 120 working male and female of low socio-economic status were randomly selected as sample.

Tools used:

The following tools were used in the present study:

1. Personal Data sheet:

A personal data sheet developed by the investigator was used to collect information about gender and socio-economic status.

2. Anxiety Test:

Anxiety Test developed by Dr. Sinha was used to measure the general anxiety of male and female. The reliability of the test is 0.86 and the validity of the test is 0.69.

Statistical Analysis:

In this study 't' test was used for statistical analysis.

RESULT AND DISCUSSION

Table No. 1, Means, Standard deviation and t-value on anxiety among working male and female

	Working Male	Working Female	Remark
No.	120	120	Significant at 0.01
Mean	26.34	30.14	
SD	12.76	14.66	
T value	2.66		

Anxiety among Male and Female of High and Low Socio-Economic Status

Table no.1 that the mean of working male is 26.34 and that of working women is 30.4. The SD for same group is 12.76 and 14.66 respectively. The t-value was found to be 2.66 and is significant at 0.01 levels. Hence the null hypothesis rejected. There is no significant difference between working male and female with regard to level of anxiety is rejected. It is conclude that there is significant difference in between working male and female with regard to level of anxiety. Workings female have higher Anxiety compare with working male.

Table No. 2, Means, Standard deviation and t-value on anxiety among working male and female of high and low Socio-Economic status

	Working Male	Working Female	Remark
No.	120	120	Significant at 0.01
Mean	25.44	30.55	
SD	11.45	13.78	
T value	3.67		

Table no.1 that the mean of working male of high and low socio-economic status is 25.44 and that of working women of high and low socio-economic status is 30.55. SD for same group is 11.45 and 13.78 respectively. The t-value was found to be 2.66 and is significant at 0.01 levels. Hence the null hypothesis rejected. There is no significant difference between male and female of high and low socio-economic status women with regard to level of anxiety is rejected. It is conclude that there is significant difference between male and female of high and low socio-economic status women with regard to level of anxiety. Male and female of high socio-economic status have lower Anxiety compare with male and female of low socio-economic status.

CONCLUSION

- There is difference found in level of Anxiety among working male and female.
- Workings female have higher Anxiety compare with working male.
- There is difference found in level of Anxiety among working male and female of high and low Socio-Economic status.
- Male and female of high socio-economic status have lower Anxiety compare with male and female of low socio-economic status.

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Impact of Work Related Stress on Motion Stereotypic Responses

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ABSTRACT

Stereotypes can be referred as conditioned reflexes which have become subconscious and automatic. In the present study efforts have been made to figure out how work stress affects motion stereotype. The study was performed on a group of pole manufacturing workers (n=44) having the age group of 45-54 years. The work related stress was evaluated in terms of CSI (Cardiovascular Stress Index) of the subjects on the basis of their heart rates. The subjects were divided into three groups (light stress, moderate stress and high stress) according to the percentile values of CSI. Direction of motion stereotype was determined for different control-display units, viz., rotary control knob and horizontal display, rotary control knob and vertical display, rotary control knob and circular display, and rocker switch in horizontal and vertical alignment for 'on' and 'off' response. Index of reversibility of the direction of motion stereotype was determined. Experiments were also performed for right and left handed workers separately. The response initiation time of the workers was computed by a digital timer. Results showed that there was no significant difference in the direction of motion stereotype between left and right handed workers. Significant difference ($p < 0.05$ or less) in the direction of motion stereotype of the workers was observed in most of the control display combinations among different stress levels. The index of reversibility was decreased with increased stress level. It may be concluded that work related stress had a notable effect on motion stereotypic responses of the factory workers.

Keywords: Work stress, CSI, Motion Stereotype, Index of Reversibility.

Physiological or biological stress can be defined as an organism's response towards a stressor that is a stress factor, which can be an environmental condition or a stimulus. In general the more stressors one experience at a time, the more stressed he /she feels. Stressor is a mediator or a stimulus that can cause stress. Stress can have a lot of deep impact on the human biological systems. Chronic stress that is long term stress can have harmful effects on health (Charmandari et. al., 2005). Stress may be a negative or a positive condition that can have a powerful impact on mental and physical well- being. Acute stress that is a little bit of stress that keeps us active and

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alert. In response to a stressful incident the human system acts accordingly by the activation of sympathetic nervous system which in turn initiates the fight-or-flight response, during this period body produces larger amounts of the chemicals adrenaline, nor adrenaline and cortisol, which trigger a higher heart rate, sharp muscle attentiveness, sweating, and alertness - these factors help us guard ourselves in challenging circumstances (Lupien et al., 2006). Human body cannot be in stressed condition for long time; the parasympathetic system acts and restores the body's normal physiological conditions by homeostasis (Goldstein and Kopin, 2007). There are majorly four types of effects of stress which is cognitive, emotional, physical and behavioral.

Stress has a psychological basis but it affects a number of physiological processes including electro dermal activity, heart rate, blood pressure, muscle tension, and respiration (Dawans et. al., 2011; Vrijkotte, et al., 2000; Lundberg, et al., 1996)

According to WHO a healthy workplace is one where the workers and manager collaborate to use a continual procedure to promote the health, safety and well-being of the workers and to save them. There are different psychosocial, physical and chemical factors, which can influence the human being on the workplace are termed as stress factors which affect the central nervous system. Small workplaces (less than 50 employees) have lowest prevalence rate of work related stress (Health and Safety Executive, 2015), According to Houtman and his collaborators (1994), work stressors were highly correlated with psychosomatic complaints, general health, fatigue and boredom at work. According to Smith and colleagues (2000) Full-time workers are more prone to suffer from work related stress than the part-time workers.

In work places the workers require to use control- display units for performing different tasks. During operation of any control-display unit human being has their own expectations regarding the action of the controls which may vary person to person, population to population and situation to situation. This is known as motion stereotype. Motion Stereotype is a cognitive process. Stereotypes are conditioned reflexes which have become subconscious and 'automatic' (Kroemer and Grandjean, 1997). Stereotypes also differ in repetitiveness and inflexibility. Control-display combinations are the primary means by which users interact with machines and equipment, these combinations must be designed according to the response preferences of the user population for a successful man-machine interaction. The idea of implicating population stereotypes into interface design is that a given movement of a control switch should result in the most expected movement of the corresponding display (Courtney, 1994a). Control-display units which are designed with established population stereotypes taken into consideration are found to be supporting higher and consistent performance of the users yielding lesser stress and fatigue (Chan et al., 2003), confusion from the user end is also found to be decreased (Chan et al., 2007a).

There are many suggested stereotypes in the field of man-machine interface design; these stereotypes take account of the Warrick's principle, clockwise-to-increase or anything principle, and the scale-side principle (Courtney, 1994b). However, these principles do not apply in situations

where the control needs to release any substance which is under pressure. For example, increasing water flow is achieved by moving the tap anticlockwise and the knob on a gas stove is also turned anticlockwise to increase the gas flow (Petropoulos & Brebner, 1981).

According to previous researchers the reversibility of any given population stereotype may be essential for evaluating the effectiveness of a control-display set up. For example, perfect reversibility is accomplished when the OFF response is just opposite of the ON response. That is, if turning a control knob or switch clockwise is designated to raise an indicator on a scale, then moving that same control knob or switch anticlockwise would make the indicator go down on the scale. Reversibility of an interface is often rated according to the Index of Reversibility (IR). The IR is an index which ranges from a value of 0 (non-reversibility) to a value of 1 (perfect reversibility). When a control-display configuration is found to be reversible, it may be said that the population stereotypes in effect are strong and the users can clearly manipulate the given control for the desired movement of the display.

Hand preference or handedness has dominant impact on hand skill and relation to brain function (Corballis, 2003). Handedness can be viewed from three different aspects: a) the relative preference for one hand in the execution of various unimanual tasks (Peters, 1998); b) the greater skillfulness of the hand in the performance of these tasks (Peters, 1998); and c) the greatest strength of one hand (Bowman and Katz, 1984; Chau et al., 1997).

The present study was aimed to find out the effects of work related stress on motion stereotypic responses of both left and right handed subjects. To fulfill the aim we evaluated the effect of post work stress on motion stereotypic responses on some factory workers. As the evidence of stress after work, we measured heart rate and compared it with the same parameter measured during rest. We studied response preferences, response initiation time and index of reversibility for operating some simple control display units at different stress levels (light, moderate and high).

PARTICIPANTS AND METHODS

The study was conducted on 44 adult male factory (Pole manufacturing) workers of East Midnapore district of West Bengal, aged between 45-54 years. The said age group of the workers was selected because according to a report of Health and Safety Executive (2015), this age group had highest prevalence rate of work related stress. Ethical approval and prior permission was obtained from the Institutional Ethics Committee before commencement of the study. The study was performed in accordance with the ethical standards of the committee and with the Helsinki Declaration. Prior to the experimental trial, the subjects were approached and the protocol of the study was explained in local language (Bengali). Informed consent was also obtained from each participant.

1. Evaluation of handedness:

The handedness of the subject was evaluated on the basis of “the greatest strength of one hand” principle (Bowman and Katz, 1984; Chau *et al.*, 1997). The hand grip strength of the workers

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was measured by a hand grip dynamometer (Laffety, USA). The hand which had greatest strength was considered to be the dominant hand. i.e., if the left hand of any subject scored higher grip strength than the right hand, the subject was considered to be left handed.

2. *Assessment of work related stress using physiological indicators:*

In this study we measured heart rate as the evidence of work related stress (after 3 - 4 hours of work).

2.1 Measurement of heart rate:

The resting and working heart rate of the subjects were measured by a heart rate monitor. The resting heart rate of the subjects was measured under sitting condition 30 minutes before the beginning of their scheduled work at factory. The working heart rate of the subjects was recorded every one hour interval for the entire working period and the mean value was expressed as the working heart rate.

2.2 Evaluation of CSI:

Cardiovascular stress index (CSI) is a good parameter for measuring the level of stress imposed on the human due to work. It is determined by the following formula (Trites *et.al.*, 1993).

$$\text{CSI} = \frac{100 * (\text{Heart rate during work} - \text{Resting heart rate})}{\text{Max. Heart rate} - \text{Resting heart rate}}$$

(Max. Heart Rate = 220-Age in years)

The subjects were further divided into three categories according to the level of cardiovascular stress. The percentile values of CSI were used to categorize them as shown in Table 1.

Table 1: classification stress according to CSI

CSI values Up to 35th percentile	Light stress
CSI values from 36th to 70th percentile	Moderate stress
CSI values above 70th percentile	High stress

3. *Determination of control response stereotype:*

Simulation of control–display combination:

Different combinations of control and displays were simulated for performing the experiments. Some simple analog displays (vertical, horizontal and semicircular) with different controls (rotary switches and rocker switches) were set on wooden / Bakelite box separately for each combination of control and display. The following combinations were made:

3.1. Rotary motion switches and display combinations:

The motion stereotype of the subject was studied by using a rotary switch and an analog display. Three systems were made for this purpose:

(A) A rotary control knob and an analog display system in which an indicator moves in horizontal direction.

(B) A rotary control knob and an analog display system in which an indicator moves in vertical direction.

(C) A control knob and an analog display system in which an indicator moves in circular pattern.

The subjects were asked to operate the control knob to cause a movement of the indicator in a particular direction (left or right, and up or down). The subject's effort to rotate the control knob (either clockwise or counterclockwise) for desired movement of display indicator was recorded. In case of semicircular display, the subjects were asked to move the display pointer for increasing (or decreasing) the scale.

3.2. Operation of rocker switches for on response:

Rocker switches were connected to the electric lights. The switches were aligned in two directions: (A) vertical (B) horizontal.

The subjects were asked to operate the switch to make the light on or off. They have to press the switch to make the lower end depressed or upper end depressed (while the other end will remain raised) in the first case and in the second case it is required to press the switch to make the right end depressed or left end depresses (while the other end will remain raised). The mode of operation of the subjects was recorded.

4. Index of reversibility:

Reversibility of stereotypes is a great issue for designing of different control systems. In case of movement compatibility, reversibility is a phrase which describes the situation where, a subject who turns a control clockwise to increase the display value will also turn the control anticlockwise to decrease the display value to the target value (Chan & Chan, 2007b). Previous studies on movement compatibility confirm that an operator's expectations are not for all the time reversible. The index value ranges from a value of 0 which indicates absolute non-reversibility to a value of 1 for perfect reversibility, it will occur when the response to 'increasing instruction' is opposite to the response to 'decreasing instruction' (Chan & Chan, 2007b). The index of reversibility (IR) was calculated with the help of the sum of two products. One product was obtained from the proportion of clockwise-for-increase (CI) and anticlockwise-for-decrease (AD) responses, and the other from the proportion of the opposite pair of anticlockwise-for-increase (AI) and clockwise-for-decrease (CD) responses (Chan and Chan, 2007b).

$$IR = p(CI) p(AD) + p(CD) p(AI)$$

Here 'p' was the proportion (A proportion was a name we give to a statement that two ratios were equal.)

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$p(CI) = \text{sum of clockwise to increase (right) response} \div \text{total no. of subjects took part in the study}$
Likewise,

$p(AD) = \text{sum of anti clockwise to decrease (left) response} \div \text{total no. of subjects took part in the study}$

$p(CD) = \text{sum of clockwise to decrease (left) response} \div \text{total no. of subjects took part in the study}$

$p(AI) = \text{sum of anti clockwise to increase (right) response} \div \text{total no. of subjects took part in the study.}$

5. Response initiation time:

The time between stimulus and the beginning of movement, was used as an index of the difficulty of information processing. Digital timer was used for recording response initiation time (RIT) for different combination of control and displays.

STATISTICAL ANALYSIS

A classification of CSI was done by calculating 35th and 70th percentile values from the calculated experimental CSI values of the subjects using MS Excel. To test the significance of association of different response types in different stress levels Chi Square Test was performed, for testing significant difference of mean of different parameters such as heart rate, hand grip strength Student's t test and for response initiation time one way ANOVA was performed by Origin Pro software.

RESULTS

There were differences in the frequency of right and left handed subjects among the selected factory workers. The results depicted (Table 2) that among the subjects, 33 were right handed because they had significantly ($P < 0.05$) higher grip strength in the right hand than the left hand, rest of the subjects were found to be left handed having significantly higher ($P < 0.05$) grip strength in the left hand than the right hand.

Table 2: Hand grip strength of right and left hand of right handed ($n=33$) and left handed factory workers ($n=11$)

Parameter	Right hand (mean \pm SD)	Left hand (mean \pm SD)
Hand grip strength (kg) of right handed factory workers	36.1 \pm 9.4	34.8 \pm 9.6*
Hand grip strength (kg) of left handed factory workers	28.3 \pm 6.3	30.6 \pm 7.2*

*with respect to right hand $P < 0.05$

Right handed and left handed subjects were compared for motion stereotypic responses at resting condition. The results of this comparison were illustrated in Table 3 and Table 4. It was found that for vertical, horizontal and circular displays, both right and left handed subjects had the same direction of motion for the operations of controls. Clockwise to right and anticlockwise to

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left stereotypes were dominant for horizontal display and for vertical display clockwise to up and anticlockwise to down stereotypes were dominant where as for circular display clockwise for clockwise and anticlockwise for anticlockwise motion stereotypes were found to be dominant for both groups. For horizontally aligned rocker switch for the operation of electric light unit, 'right' to 'on the light' stereotype was dominant and for vertically aligned rocker switch 'down' to 'on the light' stereotype was dominant for both right handed and left handed subjects.

Table 3: Comparison of the motion stereotypic responses between right handed and left handed subjects in resting condition for rotary control-analog display operation

Type of display and instruction to the subjects	Response pattern of the right handed subjects (n=33)		Response pattern of the left handed subjects (n=11)	
	CW %	ACW%	CW%	ACW %
Horizontal display with rotary switch (move right)	75.75	24.25	81.82	18.18
Horizontal display with rotary switch (move left)	12.12	87.88	9.09	90.91
Vertical display with rotary switch (move up)	75.75	24.25	81.82	18.18
Vertical display with rotary switch (move down)	21.21	78.78	18.18	81.82
Circular display with rotary switch (move clock wise)	81.82	18.18	90.91	9.09
Circular display with rotary switch (move anti clockwise)	12.12	87.88	18.18	81.82

Table 4: Comparison of the motion stereotypic responses between right handed and left handed subjects in resting condition for rocker switch-electric light operation

Control-display unit	Response preference type	Response (%) of the right handed subjects (n=33)	Response (%) of the left handed subjects (n=11)
Horizontally aligned rocker switches-electric light	Right	51.52	54.55
	Left	48.48	45.45
Vertically aligned rocker switches-electric light	Down	72.73	63.64
	Up	27.27	36.36

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Table 5 represents that mean heart rate of the workers which was found to be higher significantly ($p < 0.001$) after the scheduled factory work. According to the computed CSI values (Trites *et.al.*, 1993) a classification (Table 1) was done on the basis of their percentile values. According to this CSI classification 27.27% subjects were found to be under light stress, 45.45% subjects were in moderate stress and 27.27% subjects were under high stress (Table 6) after scheduled work at factory.

Table 5: Heart Rate in resting (n=44) and after work (n=44) condition

Parameter	Normal resting	After work
Heart rate (beats /min)	81.87 \pm 11.68	129.59 \pm 26.76***

***w.r.t normal resting $p < 0.001$

Table 6: Percentage of workers under different cardiovascular stress levels

CSI value range	Stress level	No of subjects
1.00- 40.39 (35 th percentile value)	Light stress	27.27%
41.00 - 61.21 (70 th percentile value)	Moderate stress	45.45%
62.00 and above	High stress	27.27%

Table 7 depicted the result of response time of the workers for the operation control initiation time at different stress levels and the analysis of results (one way ANOVA) it was noted that there was a significant difference ($P < 0.001$) of response initiation time among the workers at different stress levels. It was revealed that the mean response initiation time decreased significantly with the gradual increase of stress level.

Table 7: Response initiation time (ms) for control display operation at different stress levels

Stress level	Response initiation time (Mean \pm SD)	F value
Light stress	993.83 \pm 2.98	11843.67###
Moderate stress	806.42 \pm 4.58	
High stress	707.42 \pm 5.87	

($P < 0.001$)

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The stereotypic responses recorded from these three groups of subjects were compared and presented in Table 8. In case of operation of rotary switch and horizontal display unit, when the subjects were asked to move the indicator towards right, a clockwise response was found to be dominant for the subjects with light and moderate stress condition, but in high stress condition the subjects showed a change in the direction of motion stereotype. About 75% of the workers, who were under high work stress, moved the rotary switch in the anticlockwise direction. From the Chi square test results it was noted that the frequency of stereotype responses was significantly different ($P < 0.05$) among three groups of workers. However, when they were asked to move the indicator towards left, the dominance of anticlockwise movement was found in all the groups and no statistically significant difference was found in the responses. For the operation of rotary switch and vertical display unit, when the subjects were asked to move the indicator upward, the dominance of clockwise movement was found in light and high stress conditions (75% and 66.67% respectively) but for the subjects under moderate stress, the direction of movement stereotype was changed. About 85% of the subjects operated the control in anticlockwise direction. For this unit when the subjects were asked to move the indicator to downward direction, 75% of the subjects under light stress and 85% subjects under moderate stress preferred anticlockwise movement while 83.33% subjects under high stress condition performed clockwise movement. These differences were found to be significant ($P < 0.01$) statistically. For the operation of rotary switch and circular display unit, about 75% of the subjects under light stress and 90% subjects under moderate stress had moved the indicator in clockwise direction when the subjects were asked to move the indicator in clockwise direction. On the other hand 83.33% subjects under high stress operated the switch anticlockwise direction in the said operation. This difference in the responses was statistically significant ($P < 0.01$). For this same unit when the subjects were asked to move the indicator in anticlockwise direction, 83.33% of the subjects under light stress and 66.67% subjects under high stress preferred to move the switch in anticlockwise manner but 90% of the subjects under moderate stress selected clockwise movement. This difference in the responses of the workers was also statistically significant ($P < 0.001$).

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Table 8: Direction of motion stereotypes for different sets of rotary control- display units (Analog) at different level of stress

Type of display and instruction to the subjects	Response pattern in light stress (n=12)		Response pattern in moderate stress (n=20)		Response pattern in high stress (n=12)		Chi square test (level of significance)
	CW (%)	ACW (%)	CW (%)	ACW (%)	CW (%)	ACW (%)	
Horizontal display with rotary switch (move the indicator right)	75	25	70	30	25	75	P<0.05
Horizontal display with rotary switch (move the indicator left)	33.33	66.67	20	80	25	75	NS
Vertical display with rotary switch(move the indicator up)	75	25	15	85	66.67	33.33	P<0.01
Vertical display with rotary switch (move the indicator down)	25	75	15	85	83.33	16.67	P<0.01
Circular display with rotary switch (move the indicator clockwise)	75	25	90	10	16.67	83.33	P<0.01
Circular display with rotary switch (move the indicator anti clockwise)	16.67	83.33	90	10	33.33	66.67	P<0.001

CW- clock wise **ACW-** anti clockwise

Table 9 illustrated that during operation of horizontally aligned rocker switch with electric light as display unit, it was noted that 58.33% of subjects under light stress and 100% subjects under high stress had chosen to press right end of the switches to make the light 'on' but 75% subject under moderate stress had chosen to press left end for the same movement. This difference in the direction of motion elicited by the workers was statistically significant ($P<0.01$). For vertically aligned rocker switch with electric light as display unit, the subjects of all the three groups (58.33%, 65% and 66.67% with light, moderate and high stress respectively) found to press the down end of the switch to make the light 'on'. So, there was no significant difference in the direction of movement among three groups of factory workers.

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Table 10 represented the comparison of index of reversibility (IR) for rotary control- display units at different stress levels. The results showed that reversibility was altered for each stress level for all the three rotary control-display units. For rotary control with vertical display and rotary control with circular display units, the IR was high (0.625 and 0.667 respectively) in case of light stress but for rotary control with horizontal display in case of moderate stress, the IR was found to be high (0.620).

Table 9: Direction of motion stereotypes for different sets of Rocker switch at different stress levels

Control-display unit	Response preference type	Response (%) in light stress (n=12)	Response (%) in moderate stress (n=20)	Response (%) in high stress (n=12)	Chi square test (level of significance)
Horizontally aligned rocker switches-electric light	Towards Right	58.33	25	100	P<0.01
	Towards Left	41.67	75	0	
Vertically aligned rocker switches-electric light	Downward	58.33	65	66.67	NS
	Upward	41.67	35	33.33	

NS - not significant

Table 10: The indexes of reversibility (IR) for all the control-display configurations in normal and stress conditions

Control-display configurations	Index of reversibility (IR) (light stress)	Index of reversibility (IR) (moderate stress)	Index of reversibility (IR) (high stress)
Rotary control –horizontal display	0.583	0.620	0.375
Rotary control –vertical display	0.625	0.255	0.388
Rotary control –circular display	0.667	0.180	0.388

DISCUSSION

The results revealed that work at pole factory imposed stress on the workers. CSI classification showed that the stress imposed on the subject after the same work schedule were not similar and this finding may be supported by a report of National Association of Mental Health (2005) which illustrated that individuality and the approach of coping of the workers can affect the outcome of

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stress. So it may be said that same amount of work load or stressor can cause stress which may vary individual to individual.

In this study it was found that due to the work stress the heart rate of the workers were significantly increased. The same fact was reported in some other studies (Dawans *et. al.*, 2011; Vrijkotte, *et al.*, 2000; Lundberg, *et al.*, 1996). Stressful conditions may trigger stress hormone release, which in turn increase the heart rate (Lupen *et. al.*, 2006). The stress hormone epinephrine can be taken as an example which works through binding with beta-1 adrenergic receptors at the SA node of the heart to elevate heart rate (Raff & Levitzky, 2011).

It was noted that there was no significant difference between the motion stereotypic responses of right and left handed workers for operation of all the control-display units. Similar finding was suggested by Simpson and Chan (1988) where they found no significant differences between left-handed and right-handed subjects with any of the control-display relationships they studied. Porac and Searleman (2002) also showed the absence of association of handedness with cognitive performance in their study. It might be due to the fact that most of the products manufactured today are designed for the right-handed population and left-handed users need to get used to. So, the finding of no difference between the response of right-handed and left-handed workers may be an indication of that adaptation.

This study opened up the fact that increased stress level altered the direction of motion stereotype. In high and moderate stress the direction of motion stereotype was changed for all the control-display units except for rotary switch unit operation with horizontal display (move to left) and for vertically aligned rocker switch operation with electric light as display where the direction of motion stereotype was similar for all the stress levels. So it can be said that work related stress had a definite impact on the stereotypic response of the subjects. It meant that increased stress at work might alter the cognitive response of an operator. Thus it indicated that altered cognitive response influenced the human- machine interaction during stress condition which might affect performance of the workers. Wastell and Newman (1996) also concluded in their study that a properly designed military system should enhance the performance by lowering the stress of the operator. Schellenkens *et. al.* (2000) revealed some persistent effect of demanding day long office work on cognition of the workers. According to a report (2007) of the Work Foundation titled 'stress at work', the most persistent factor behind work related stress is work load.

In consideration of the index of reversibility, it was found that the man- machine compatibility of rotary control horizontal display was the lowest in high stress and the highest in light stress. For Rotary control with vertical display and rotary control with circular display the lowest IR was found in moderate stress while the highest IR was found for both the above units in case of light stress. The best configuration of IR found in this study was rotary switch unit with circular display and this finding corroborated with the findings of another study (Chan & Chan, 2007b).

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So, it can be said that stress had an impact on index of reversibility (IR). Increased stress decreased the IR values. In other words it can be stated that the dominance of stereotypic response for a control-display unit was decreased.

It has been noticed that the response initiation time of the subjects were gradually decreased with increased stress, which meant that the factory workers respond gradually faster to the instructions with an increase in stress. This might be due to the fight-or-flight response, by which our body's sympathetic nervous system reacted to a stressful events, body makes higher amount of the chemicals cortisol, adrenaline and noradrenaline, which in turn trigger higher heart rate and mental alertness which helps to protect ourselves in a stressful situations (Lupen et. al., 2006), so we become more alert and react faster to any stimulus. Davranche et al. (2006) found that due to exercise arousal (state of attention or alertness) increased which improved reaction time. Vaez Mousavi et. al. (2009) concluded that among some of the participants reaction time was found to be fastest with an intermediate level of arousal (state of attention or alertness), and declines when the subject is either too much relaxed or too much tensed, while others showed the opposite phenomenon, in general, reaction time tended to get better as arousal increased.

CONCLUSIONS

From this study it can be concluded that increased stress in work place due to the work load may alter direction of motion stereotype of the workers. The direction of motion stereotype may be reversed in case of high work related stress. Response initiation time found to be decreased with increased stress level. However, handedness has no impact on the direction of motion stereotypic responses. Index of reversibility may also be decreased due to increased stress on the workers. So it may be said that stress has an impact on the different aspects of motion stereotype, i.e., response preference, and index of reversibility.

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A Study of Early Schooling Children on Personality Factors

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ABSTRACT

The objective of this study was to measures of personality factors of children. Total sample consisted of 320 subjects (160 rural & 160 urban children) were selected from the district of Baghpat (U.P.). A 2x2x2 factorial design was used. In each group of 160 subjects were 80 male and female early schooling and proper schooling. Early School Personality Questionnaire (E.S.P.Q.) was administered. There are two version of the tool i.e., English and Hindi, but here use only Hindi version standardized in Indian condition on population. E.S.P.Q. measure objectivity 13 primary personality dimensions as the child begins his school years. It is meant for the age group from 6 to 8 years. The result show that the time of schooling significantly affects the reserved/ outgoing personality factors of children. Subjects of early schooling has high mean score of factors A, while the subjects of proper schooling age has low mean scores. They were reserved detached, critical and cool.

Keywords: *Early schooling, Proper schooling, Children Environment, Sex & Personality Factors.*

Since the sixth decade of the 21st century in elementary education system it was a practice to admit children in schools in the 1st grade at the age of 5 years. For the last 15 years, there has been a great change in the strategy regarding the schooling age of the children. In general practice now children are admitted at the early ages of 3 or 4 years and in some cases they are being admitted at the age of 2 years. To meet the requirements of early schooling at present children have to pass Nursery L.K.G., U.K.G. etc. The system of early schooling originated and developed in Western Countries. At the initial stag the 'care homes' were established in Western Countries, most probably for the children of employed parents, to tackle their custodial necessity and the problem of looking after them. Later, the organizers of such 'care homes' started to teach children something informal just to make their 'care homes' more attractive. It was the beginning of early schooling.

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Basically, the early schooling systems is in principle a process, a development oriented systems that must be implemented through the means of play and activity. It should be helping the children in their proper psycho-physical development by providing them independent opportunities to play act in their desired way. Unfortunately, the original system of early schooling has not been followed properly in general practice. With special references to the general practice to early schooling in India, the system has been broken and has become deviated from its basic goals and objectives of preschool education as incorporated in the report of the 'Education Commission' and the 'National Policy of Education'. The curriculum for the preschool is expected to be planed and transacted in such a way that the fulfill these objectives. But the curriculum practiced today is not conforming to these objectives. The stricture of preschool or early education has been drastically changed in general practice and it has become a 'stricture of formal education' instead of being informal, as required to be. The children are taught alphabets, numbers and tables etc. and are also given home work at this early age.

Early Schooling

The children who have been admitted to schools before five years of age have been kept in the early schooling group.

Proper Schooling

The children who have been admitted to school after or at five years of age, have been kept in the proper schooling group.

Personality Factors

A system of personality is based on the identification of personality traits and their measurement through factor analyses. Cattell defines personality in terms of "that which permits a prediction of what a person will do in a give situation."

Children

A child is a human between the stages to birth and puberty. The legal definition to child- generally refers to a minor, otherwise known as a person younger than the age of majority. A person who has little or no experience in a particular area.

Environment

From the psychological view-point an individual's environment is related to all those stimuli which he confronts since the moment of fertilization till death-In other words, it influences all those factors which in any way influence an individual's development. Ordinarily, environment may be divided into two categories: the natural and the social. But Indian social set up has two dimensions i.e., rural and urban. Rural areas which are not urban shall be treated as rural while all areas which were identified as urban at the time of the 2011 census or subsequently notified to be so are to be treated as urban.

Sex

The role of sex is the most important in psychological development of students. It does not a only physiologically but also anatomically. Sex role, which plays a majors part in social behavior are established very early in life. In a new book Eleanor Maccoby has concluded that many beliefs about the differences in both sexes are unfounded and are clearly misconceptions. Recent

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evidence suggests that many sex differences probably due to leavening. Both factors like physiological and psychological are involved in sex role development.

Statement the Problem

The present study has been titled as ‘A Study of Early Schooling Children on Personality Factors.’

OBJECTIVES OF THE STUDY

1. To study the effect of the early schooling on personality factors to children.
2. To determine the effect of the sex on personality factors of children.
3. To find out the effects of the environment on personality factors of children.
4. To study the interaction effects of early schooling and sex on personality factors of children.
5. To determine the interaction affects of sex and environment on the personality factors of children.
6. To find out interaction effects to early schooling and environment on the personality factors of children.
7. To study the interaction effects of the early schooling sex and environment on the personality factors of children.

Hypothesis

1. There will be no effects of early schooling on personality factors of children.
2. There will be no difference in the personality factors of males and females children.
3. There will be no effect of the environment on the personality factors of children.
4. There will be no interaction effects of the early schooling and sex on the personality factors of children.
5. There will be no interaction effects of the early schooling and sex on the personality factors of children.
6. There will be no interaction effects of the early schooling and environment on the personality factors of children.
7. There will be no interaction effects of the early schooling and sex and environment on the personality factors to the children.

Variable Involved:

Dependent Variable: Personality Factors

Independent Variable: Schooling age (early & proper schooling),

Sex (male & female) Environment (rural and urban)

Tools

Hindi version of ‘Early School Personality Questionnaire’ (ESPQ) has been used to measure the personality factors of children. The questionnaire was originally constructed and standardized by Dr. Richard W. Coan University of Arizona, and Dr. Raymond B. Cattell, University of Illinois. It was originally published by the Institute for personality and ability testing 1966. The special format of ESPQ measures objectivity 13 primary personality dimensions as the child begins has school years. Questions may be read aloud by the teacher and answers are marked on a pictorial

answer booklet. The child needs only to be able to discriminate the letter A from the letter B and to recognize pictures of a bird, cat, tree, flower and other common objects. It is meant for the age group from 6 to 8 years. It is divided for convenience into two parts – A₁, and A₂, 80 items each.

Administration of the Test

Permission for the administration of the test E.S.P.Q. on the children studying in different schools of rural and urban areas of the Baghpat district was taken from the office of Basic Education Board and Basic Shiksha Adhikari (B.S.A.) of the Baghpat with the help of school records, a sample of 320 children (160 male and 162 female) has been selected for the research E.S.P.Q. part A₁, and part A₂ were administered to the children at different times. The test was administered (individually and in the small groups of 4-5 subjects) to the subjects of both sex. Instruction given in the (manual) guide book of E.S.P.Q. were strictly followed at the time to administration of the test.

Scoring of the Test

The responses of the subjects on the answer sheet were in the form of a cross (X) put on the letter (v or c) which have been scored by the investigators himself, with the use to two specified scoring keys, which were designed for the both sides of the answer sheets.

Nature of the Study

Present research is 'Expost-Facto' by nature where independent variable is studied in retrospect for its possible effects on dependent variable. Literal meaning of 'expost-facto' is 'from what is done afterward', which is taken contrary to experimental by Kerlinger Freed N. 1966. Kerlinger defined it as – 'expost facto' research is systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or they are inherently not manipulable. Inferences about relations among variables are made without intervention, from concomitant variation of independent and dependent variables.

Sample

By space using the incidental purposive technique 8 years old, 320 subjects (which is the just double to the number of subjects proposed in the synopsis which was 160 subjects) studying in different schools of Baghpat district of Uttar Pradesh have been selected for the study. Distribution of sample with respect to schooling age, sex and environment.

Statistical Technique

The Analysis of Variance (ANOVA) technique was used to analyses the data obtained from thirteen factors of E.S.P.Q. and F-test, t-test also.

REVIEW OF LITERATURE

Achhpalet al (1991) studied the cognitive styles of 50 preschoolers and found that impulsive Ss were below their age level expectancy in terms of leaning abilities. Ss classified as reflective were either above or at their age level expectancy. Reflective Ss were shy, had few friends and did not generally participate in group activities. The importance of knowing childrens cognitive styles is stressed so that appropriate decision can be made regarding the development of suitable decision can be made regarding the development of suitable education programmer. *Achenbach Tomes M. and Edel Brock, Craigs (1994)* contend in this review of the literature on the

Psychopathology of childhood, that problem of assessment and taxonomy have 100 the study of childhood disorders. *Chhazan et. al (1984)* studied the behavior problems in the infant schools on the two surveys of 26 urban schools. Changes over 2 years period are examined in terms of the overall incidence of behavior problems, incidence in different of types of catchment area, sex differences and the persistence and the development of behavior problems in individual cases. Relationship between problems in individual cases. Relationship between children's emotional and social adaptation level and their perception of teacher have been studied by *Dabrowska, Jadviga (1989)*, on 68 nursery school children. Result show that on the whole there appears to be no relationship between a child's adaptation level and social caring and his/her perception of a teacher.

Review of recent clinical and epidemiological studies of the nature and incidence the behavior problems in various group of children has been made by *Evans, E.G. (1986)*. Studies show that broken homes, long term family disturbance, unstable family relationship in the home, over-crowding, and poverty contribute to poor performance at school, anti-social behavior and psychological disturbance. In the field of treatment using behavior, suggests that this method may be more suitable than traditional approaches to discipline both in the home and the classroom. *Hughes M. et.al (1989)* found children's difficulties on starting infant school in 260 London children (4 years 3 month to 5 years 5 month age) in their 1st term nursery school were rated by their teachers, 13% were having general difficulties coping with school and approximately 25% had difficulties with language, persistence with activates and fine motor controls. *Jenkins, R.L. Bold (1979)* studied types of children's behavior disturbance. He discussed the relationship of 6 symptomatic types of children's behavior to characteristic family situation. The over anxious type is usually found in educated middle class families where high goals of success are stressed. *Miller and others (1983)* have found the prevalence of hyperactivity in a population of 849 suburban grade school children by use of teacher assessment. The problem in 93% of the 440 boys in 15% of the 409 girls in grades 3 to 6. *Scoperi A. Andreani (1986)* studied 2 groups of 198 and 116 children attending school in areas of high and low social level respectively 36% of the whole sample had some problem of nursery school adjustment particularly in connection with socialization. *Factor, David C. and Frankie, Gery H. (1990)*_discussed the free play behavior of 19 socially maladjusted and 19 normal preschool children in their respective naturalistic settings. Results are discussed with regard to different setting for each for group of children and the ways in which specific teacher behaviors, such as teacher directiveness, may be related to the social status and social skill level of socially maladjusted children. *Muralidharan, B. Rajalakshmi (1983)* surveyed age trends in parent-assessed behavior problem of 990, 3-8 years old school children. Behavior problems were found to decrease with increasing age, and to be highest in 3-4 years old and lowest in 7-8 years old subjects.

The relationship between internal-external control and behavior adjustment in 25 preschool boys and girls was investigated by *Ollendick Duane G. and La Berteaux, Paul J. (1989)*. Results are

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contrary to the general hypothesis that high external locus of control would be positively related to greater behavior adjustment problems as has been found with some group to older children and adults.

Table No. 1. Summary of ANOVA: Factor A. Sizothymia/Affectothymia (cyclothymia)-

Source of Variances	Sum of Squares	df	Mean Square	F-ratio	L.S.
Time of Schooling	79.06	1	79.06	11.55	**
Sex	45.81	1	45.81	6.62	*
Environment	29.46	1	29.46	4.25	*
Time of Sch. × Sex	8.20	1	8.20	1.18	
Sex × En.	0.07	1	0.07	0.01	
Time of Schooling × En.	25.95	1	25.95	3.74	
Time of Sch. × Sex × En.	3.94	1	3.94	0.56	
Within groups	2164.80	312	6.93		

Table No. 2. Summary of ANOVA: Factor B. Lower Scholastic Mental Capacity vs. Higher Scholastic Mental Capacity-

Source of Variances	Sum of Squares	df	Mean Square	F-ratio	L.S.
Time of Schooling	382.8	1	382.8	82.14	**
Sex	3.19	1	3.19	0.68	
Environment	1.79	1	1.79	0.38	
Time of Sch. ×. Sex	0.13	1	0.13	0.02	
Sex × En.	42.07	1	42.07	9.02	**
Time of Schooling × En.	11.53	1	11.53	2.47	
Time of Sch. × Sex × En.	10.77	1	10.77	2.31	
Within groups	145467	312	4.66		

** Significant at. 01 level, * Significant at. 05 level

Table No. 3. Summary of ANOVA: Factors Lower Ego Strength vs. Higher Ego strength

Source of Variances	Sum of Squares	df	Mean Square	F-ratio	L.S.
Time of Schooling	81.00	1	81.00	81.00	**
Sex	45.75	1	45.75	45.75	**
Environment	2.27	1	2.27	227	**
Time of Sch. ×. Sex	0.03	1	0.03	3	
Sex × En.	5.79	1	5.79	579	**
Time of Schooling × En.	13.21	1	13.21	1321	**
Time of Sch. × Sex × En.	0.0	1	0.0	00	
Within groups	5.80	312	0.01		

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Table No. 4. Summary of ANOVA: Factor D. Phlegmatic vs. Excitable-

Source of Variances	Sum of Squares	If	Mean Square	F-ratio	L.S.
Time of Schooling	79.99	1	79.99	18.05	**
Sex	44.99	1	44.99	10.15	**
Environment	5.04	1	5.04	1.13	
Time of Sch. \times . Sex	14.02	1	14.02	3.16	
Sex \times En.	1.76	1	1.76	0.39	
Time of Schooling \times En.	0.02	1	0.02	0.00	
Time of Sch. \times Sex \times En.	2.91	1	2.91	0.65	
Within groups	138482	312	4.45		

Table No. 5. Summary of ANOVA: Factor-E. only full stop Submissivenss vs. Dominace-

Source of Variances	Sum of Squares	df	Mean Square	F-ratio	L.S.
Time of Schooling	28.78	1	28.78	11.69	**
Sex	112.81	1	112.81	45.85	**
Environment	12.01	1	12.01	488	*
Time Sch. \times . Sex	33.91	1	33.91	13.78	**
Sex \times En.	1.68	1	1.68	0.68	
Time of Schooling \times En.	135.81	1	135.81	55.20	*
Time of Sch. \times Sex \times En.	2.79	1	2.79	1.13	
Within groups	768.09	312	2.46		

Table No. 6. Summary of ANOVA: Factor-F. Desurgency vs. Surgency-

Source of Variances	Sum of Squares	df	Mean Square	F-ratio	L.S.
Time of Schooling	33.15	1	33.15	1.97	**
Sex	8.77	1	8.77	2.90	
Environment	3.4	1	3.4	1.12	
Time Sch. \times . Sex	0.01	1	0.01	0.00	
Sex \times En.	1.96	1	1.96	0.64	
Time of Schooling \times En.	0.03	1	0.03	0.00	
Time of Sch. \times Sex \times En.	0.0	1	0.0	0.00	
Within groups	943.30	312	3.02		

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Table No. 7. Summary of ANOVA: Factor-G. Weaker Super Ego Strength vs. Stronger Super Ego Strength-

Source of Variances	Sum of Squares	If	Mean Square	F-ratio	L.S.
Time of Schooling	45.75	1	45.75	14.34	**
Sex	0.38	1	0.38	0.11	
Environment	0.7	1	0.7	0.21	
Time Sch. \times Sex	0.03	1	0.03	0.00	
Sex \times En.	0.26	1	0.26	0.08	
Time of Schooling \times En.	12.87	1	12.87	4.03	*
Time of Sch. \times Sex \times En.	10.38	1	10.38	3.25	
Within groups	996.76	312	3.19		

Table No. 8. Summary of ANOVA: Factor-H. Threctia vs. Parmia-

Source of Variances	Sum of Squares	df	Mean Square	F-ratio	L.S.
Time of Schooling	48.85	1	48.82	16.71	**
Sex	77.02	1	77.02	26.37	**
Environment	0.02	1	0.02	0.00	
Time Sch. \times Sex	3.42	1	3.42	1.17	
Sex \times En.	0.02	1	0.02	0.00	
Time of Schooling \times En.	0.08	1	0.08	0.02	
Time of Sch. \times Sex \times En.	5.23	1	5.23	1.63	
Within groups	913.64	312	2.92		

Table No. 9. Summary of ANOVA: Factor-I. Harria vs. Premsia-

Source of Variances	Sum of Squares	df	Mean Square	F-ratio	L.S.
Time of Schooling	79.99	1	79.99	33.60	**
Sex	84.04	1	84.04	35.31	**
Environment	0.31	1	0.31	0.13	
Time Sch. \times Sex	3.63	1	3.63	1.52	
Sex \times En	0.01	1	0.01	0.00	
Time of Schooling \times En.	0.06	1	0.06	0.02	
Time of Sch. \times Sex \times En.	20.97	1	20.97	8.81	**
Within groups	743.88	312	2.38		

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Table No. 10. Summary of ANOVA: Factor. J. Zeppia vs. Goasthenia-

Source of Variances	Sum of Squares	df	Mean Square	F-ratio	L.S.
Time of Schooling	56.11	1	56.11	20.11	**
Sex	7.81	1	7.81	2.79	
Environment	68.44	1	68.44	24.53	**
Time Sch. \times Sex	0.31	1	0.31	0.11	
Sex \times En.	7.21	1	7.21	2.58	
Time of Schooling \times En.	14.45	1	14.45	5.17	**
Time of Sch. \times Sex \times En.	4.04	1	4.04	1.44	
Within groups	873.12	312	2.79		

Table No. 11. Summary of ANOVA: Factor-N Artlessness vs. Shrewdness-

Source of Variances	Sum of Squares	df	Mean Square	F-ratio	L.S.
Time of Schooling	189.1	1	189.1	55.13	**
Sex	46.5	1	46.5	13.55	**
Environment	103.9	1	103.9	30.29	**
Time Sch. \times Sex	8.47	1	8.47	2.46	
Sex \times En.	2.82	1	2.82	0.82	
Time of Schooling \times En.	5.67	1	5.67	1.65	
Time of Sch. \times Sex \times En.	9.47	1	9.47	2.76	
Within groups	1071.62	312	3.43		

Table No. 12. Summary of ANOVA: Factor- O. Untroubled Adequacy vs. Quiet Proneness-

Source of Variances	Sum of Squares	df	Mean Square	F-ratio	L.S.
Time of Schooling	93.53	1	93.53	23.44	**
Sex	42.78	1	42.78	10.72	**
Environment	10.15	1	10.15	2.54	
Time Sch. \times Sex	2.63	1	2.63	0.65	
Sex \times En.	24.78	1	24.78	6.21	*
Time of Schooling \times En.	0.01	1	0.01	0.00	
Time of Sch. \times Sex \times En.	3.34	1	3.34	0.83	
Within groups	1247.26	312	3.99		

Table No. 13. Summary f ANOVA: Factor-Q4. Low Ergic Tentionsvs. High Ergic Tension-

Source of Variances	Sum of Squares	df	Mean Square	F-ratio	L.S.
Time of Schooling	234.6	1	234.6	17.27	**
Sex	10.5	1	10.5	0.77	
Environment	8.44	1	8.44	0.62	
Time Sch. × Sex	1.82	1	1.82	0.13	
Sex × En.	27.63	1	27.63	2.03	
Time of Schooling × En.	6.63	1	6.63	0.48	
Time of Sch. × Sex × En.	0.42	1	0.42	0.03	
Within groups	4238.16	312	13.58		

RESULT AND DISCUSSION

Table no.1 shows that subject of early schooling have high mean score on factor A, it indicates that subjects of early schooling were out – going, warm-hearted, easy going, and participating, while the subjects of proper schooling age have low mean scores. They were reserved, detached, critical and cool. Female subjects were high scores. They were outgoing, warm – hearted, easy going and participating. While the male subjects have a low mean score. They were reserved, detached, critical and cool. Mean score of the rural subjects were high. They were outgoing, warm – hearted, easy going and participating, while the male subjects urban locality have a low mean score. They were reserved, detached, critical and cool. Table no. 2 indicate that subjects of early schooling were more intelligent, abstract thinking and bright, while the subjects of proper schooling age were less intelligent, concrete thinking and with lower scholastic mental capacity. Male subject of urban environment were more intelligent than the subjects of rural environment were more intelligent than the female subject to urban environment.

Table no. 3 shows that the subjects of early schooling age have higher strength. They were emotionally stable, reality-facing and calm while the subjects of proper schooling age lower ego strength. They were affected by felling, emotionally less stable and easily upset. Sex significantly affects the ego strength of children. Female subject have higher ego strength. They were emotionally stable, reality-facing and calm while male subjects have low ego strength. They were affected by feelings, emotionally less stable and easily upset. Environment significantly affects the ego strength of children. Subjects of rural have higher ego strength. They were emotionally stable, reality facing and calm, while the subjects of urban have lower ego strength. They were affected by feelings, emotionally less stable and easily upset. Interaction of sex and environment significantly affects the ego strength to children. Male subjects of rural have higher ego strength. They were emotionally stable, reality – facing, calm while the subjects of urban have lower ego strength. They were affected by feelings, emotionally less stable and environment significantly affects the ego strength of children. Subjects of early schooling age of rural and higher strength. They were emotionally stable, reality-facing and calm while the early schooling age subjects of urban environment have lower ego strength. They were affected by feelings emotionally less stable, early upset. Subjects to proper schooling from urban

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environment have higher ego strength. They were emotionally stable, reality-facing, calm while the subjects of proper schooling age of rural environment have lower ego strength. They were affected by feelings, emotionally less stable and easily upset.

Table no. 4 shows that results revealed that the children of proper schooling have a high mean score. They were impatient demanding and overactive, while the children of early schooling age were deliberate, inactive and stodgy. Female subject have high mean score. They were impatient, demanding, overactive, while the male subjects have a low mean score. They were deliberating inactive and study.

Table no. 5 indicates that Subjects of proper schooling age have high mean score. They were independent aggressive, stubborn, while the subjects of early schooling age have a low mean score. They were mild, conforming, submissive and obedient. Male subjects have a high mean score on factor E. They were assertive, independent, aggressive and stubborn, while the female subjects have a low mean score on factor E. They were obedient, mild, conforming and submissive. Subjects of rural environment have a high mean score on factor E. They were assertive, independent aggressive, stubborn and dominant, while the subjects of urban environment were obedient mild, conforming and submissive. Interaction of time of schooling and sex significantly the personality factors of children on factor E. Male subjects of early schooling have a high mean score. They were assertive, independent, aggressive, stubborn and dominant, while the male subjects of proper schooling age have a low mean score. They were obedient, mild, conforming and submissive, Female subjects of early schooling age have a low mean score. They were obedient, mild, conforming and submissive while the female subjects of proper schooling age have a high mean score. They were assertive, independent, aggressive, stubborn and dominant. Early schooling subjects of rural environment have a high mean score. They were assertive, independent, stubborn and dominant while the early schooling subjects of urban environment have a low mean score. They were obedient, mild, conforming and submissive. Proper schooling age subjects of rural environment have a high mean score. They were assertive independent, aggressive, stubborn and dominant while the proper schooling age subjects of urban environment have a low mean score. They were obedient, mild, conforming and submissive.

Table no. 6 shows that subjects of early schooling age have a high mean score. They were sober, prudent, serious, taciturn, while the subjects of proper schooling age have a low mean score. They were happy go-lucky-gay, enthusiastic and impulsively lively. Table no. 7 indicate that subjects of early schooling age have high mean score. They were conscientious, persevering, staid, rule-bound and have stronger super ego strength, while the subjects of proper schooling age have a low mean score. They were expedient, evading rules, felling few obligations and have weaker super ego strength. Early schooling subjects of rural environment have high mean score. They were conscientious, persevering, staid, rule bound and have stronger super ego strength, while the early schooling age subjects of urban environment have a low mean score. They were

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expedient, evading rules, feeling few obligations and have weaker super ego strength. Proper schooling age subjects of urban environment have high score. They were conscientious, persevering, staid, rule bound and have strength super ego strength, while the proper schooling age subjects of rural environment have a low mean score. They were expedient, evading rules, feeling few obligations and have weaker super ego strength.

Table no. 8 shows that early schooling age subjects have high mean score. They were venturesome, socially bold, uninhibited, spontaneous, while proper schooling age subjects have low mean score. They were shy, restrained, and diffident and tried. Female subjects have high mean score. They were venturesome, socially bold, uninhibited, spontaneous, while the male subjects have low mean score. They were shy, restrained, diffident and timid. Table no. 9 indicates that early schooling subjects have high mean score. They were tender minded, dependent, over prospected and sensitive, while the proper schooling age subjects and have low mean score. They were tough minded, self-reliant, realistic and no-nonsense. Female subjects have high mean score. They were tender minded, dependent, over protected, sensitive, while the male subjects have low score. They were tough minded, self-reliant, realistic, and no-nonsense. Interaction of fine of schooling, sex and environment significantly affect the personality factors of children on factors I. Interaction of all these independent variable affects the basic pattern of children's maintaining tough and/or tender mindedness.

Table no. 10 indicates that Subjects of early schooling age have low mean score. They were vigorous, readily going with group, zestful and given to action, while the subjects of proper schooling age have high mean score. They were doubting, obstructive individualistic reflective, internally restrained, unwilling to act. Subjects of rural environment have high mean score. They doubted, obstructive, individualistic, reflective, internally restriped and unwilling to act while urban subjects have low mean score. They were vigorous, readily going with group, zestful and given to action. Early schooling age subjects of rural environment have high mean score. They doubted, obstructive, individualistic, reflective, internally restrained and unwilling to act, while the urban subjects of early schooling age have low mean score. They were vigorous, readily going with group, zestful and given to action. Proper schooling age subjects of rural locality have a high mean score. They were doubting, obstructive, individualistic, reflective internally restrained and unwilling to act, while the urban proper schooling age subjects have low mean score. They were vigorous, readily going with group, zestful and given to action.

Table no. 11 shows that early schooling age subjects have a low mean score. They were forthright, natural artless, Sentimental while the proper schooling age subjects have high mean score. They were shrewd, calculating, world and penetrating. Male subjects have high mean score. They were shrewd, calculating, worldly, penetrating, while the female subjects have low mean score. They were forthright, natural artless, and Sentimental. Subjects of rural environment have high mean score. They were shrewd, calculating, worldly and penetrating, while urban subjects have low mean score. They were forthright, natural, artless, and Sentimental. Table no.

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12 indicate that subjects of early schooling age have low mean score. They were placid secure, confident and untroubled while the subjects of proper schooling age have high mean score. They were apprehensive, worrying, depressive, troubled, and insecure with guilt proneness. Male subject have high mean score. They were apprehensive worrying, depressive, troubled and insecure, while female subjects have low mean score. They were placid, secure, confident and untroubled. Male subjects of rural environment have high mean score. They were apprehensive worrying, depressive, troubled and insecure, while the male subject of urban environment have low mean score. They were placid, secure, confident and untroubled. Female subjects of rural environment have low mean score. They were placid, secure, confident and untroubled, while the female subject to urban environment have high mean score. They were apprehensive, worrying, depressive, troubled, insecure, and guilt prone. And lastly here table no. 13 shows that Subjects t early schooling age have low mean score. They were relaxed, tranquil, torpid and unfrustrated, while the proper schooling age subjects have high mean score. They were tense, driven, overwrought and frustrated.

CONCLUSION

To conclusion can that time of schooling has affected all the 13 factors of E.S.P.Q. significantly. Sex differences have been found significant on 8 factors of E.S.P.Q. viz-siziothymia vs. affectothymia (A), lower-ego strength vs. higher ego strength (C), Phlegmatic temperament vs. excitability (D), submissiveness vs. dominance (E), threctia vs. parmia (H), harmia vs. prensia (I), artlees vs. shrewdness (H), and untroubled adequacy vs. guilt-proneness (O), Environment significantly the five factors of E.S.P.Q. viz. sigothymia vs. affectothymia (A), lower ego strength vs. higher ego strength (C), submissiveness vs. dominance (E), zeppia vs. coasthenia (J), artlessness vs. shrewdness (H), Interaction effects have been found significant on 7 factors vig – lower scholastic mental capacity vs. higher scholastic mental capacity (B, sex \times en.), lower ego strength vs. higher ego strength (C, sex \times en, time of schooling \times en.), sabmissiveness vs. dominame (E, time of schooling \times sex, time of schooling \times en.), weaker super ego strength vs. stronger super ego strength (G, time of schooling \times sex \times en.), harria vs. premsia (I,time of schooling \times sex en.), zeppia vs. coasthenia (J, time to schooling \times en.), untroubled adequacy vs. guilt proneness (O,sex \times en.).

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Academic Performance as a Function of Level of Aspiration & Gender – A Comparative Study amongst Different Streams of Education

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ABSTRACT

The present study examines the level of aspiration of students belonging to different streams of education and its impact on academic performance. The sample of the study consisted of 717 students (358 males and 358 females). The age range of the sample was 18 to 19 years.

Tool used for measuring level of aspiration was Level of Aspiration Measure developed by Dr. Mahesh Bhargava and Prof. M A Shah. Goal Discrepancy Score is the difference between aspiration and the achievement on the same trial. The percentiles of marks obtained in the last qualifying exam were treated as an indicator of academic performance. For inferential purpose the data was treated with ANOVA and Scheffe's test of Multiple Comparison. The findings of the study revealed that no significant difference exists between Academic Performance of students with high and low achievers belonging to Engineering and Management streams of education; however there exists significant differences between academic performances of students with high and low Level of Aspiration belonging to Law fraternity; with students showing low Level of Aspiration performing better than students with high Level of Aspiration. There exists no significant difference between academic performance of boys and girls with respect to Level of Aspiration in engineering stream. However, there exists significant difference between academic performance of boys and girls with respect to Level of Aspiration in Management and Legal streams of education. In both the streams girls outshine boys.

Keywords: *Academic Performance, Goal Setting Pattern.*

If one want to succeed, one need to set goals. Without goals one lacks focus and direction. Setting goals gives long-term vision and short-term motivation. Goal setting not only allows us

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to take control of our life's direction; it also provides us a benchmark for determining whether one is actually succeeding. It focuses on acquisition of knowledge, and helps to organize time and resources so that one can make the very most of one's life. By setting sharp, clearly defined goals, one can measure and take pride in the achievement of those goals, and one can see forward progress in what might previously have seemed a long pointless grind. It will also raise one's self confidence; recognize one's own ability and competence in achieving the goals that one has set.

Studies have shown that specific and ambitious goals lead to a higher level of performance than easy or general goals. As long as the individual accepts the goal, has the ability to attain it, and does not have conflicting goals, there is a positive linear relationship between goal difficulty and task performance.

Rules to be followed for setting goals are: Set Goals that Motivate; Set SMART Goals i.e. Specific, Measurable, Attainable, Relevant, Time Bound; Set Goals in Writing; Make an Action Plan; Stick With It!

Everyone aims at reaching a definite goal or excellence in performance and in doing so; one sets a desire for distinction which has an inner structure known as 'Level of Aspiration' (LOA). Level of Aspiration is usually influenced by two types of factors environmental and personal. Environmental determinants include Parental ambitions, social expectations, peer pressure, culture, social value, competition and group cohesiveness. Personal determinants include wishes, personality, past experiences, values and interests, sex, socio-economic background and racial background.

In early childhood, before the child is old enough to know what his abilities, interests and values are, his aspirations are largely shaped by his environment. As he grows older and is more aware of his abilities and interests, personal factors have a greater influence, but many of his aspirations, his values for example are still environmental in origin.

Goal setting way to academic success

Academics is that which has to do with school, college studies or learning in other words which designate the intellectual aspect of education particularly the subjects which deal with organized knowledge (Hornby, 1991). Academic performance refers to the performance that falls within a specified standard. The specified standard is usually called a pass mark and the pass mark is a score above average which students are considered having passed and below which students are considered having failed (Tope, 2011).

Goals are powerful, precise statements about one's intentions. They are motivated by plans, dreams and desires, powered by discipline and maintained through commitment. When it comes

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to university studies we know that successful students routinely set achievable academic goals. Goal setting focuses the mind, forces us to be specific, and requires that we learn to prioritize, manage one's time and make a commitment to completing tasks. During the course of one's studies one may encounter procrastination, low motivation, ill health, personal problems, anxiety, depression and self-doubt. In fact, many issues can get in the way of one's personal and academic progress. However, applying the basic strategies of establishing realistic goals, prioritizing tasks, and setting achievable timeframes can be very useful in getting back on track. Successfully achieving one's goals will contribute positively to one's sense of effectiveness as a student, boost one's confidence and encourage one to keep achieving.

REVIEW OF LITERATURE

Uniyal, M. P. [2007] conducted a research on **Co-relation study of level of aspiration and scholastic achievement in relation to sex and caste**. The objectives of this study were (i) to analyze how the level of aspiration determined the scholastic achievement of students; (ii) to compare the level of aspiration of high and low achiever students in respect to gender; (iii) to explore the level of aspiration of high and low achiever students, in relation to caste (General category, OBC, SC and ST). By using multistage stratified random sampling technique a sample of 514 male and female, high and low achiever students were selected from 10 higher education institutions. Educational Aspiration Scale developed and standardized by Saxena (1984) was used to collect information regarding level of aspiration. The data were analyzed by using mean, median, S.D. and "t" test technique. The findings were; (1) sex and achievement of students do have interactive effects on the level of aspiration. (2) Boys and girls did not differ in their educational aspirations. (3) The high achiever students had a higher level inspiration in comparison to the low achiever students, (4) High achiever students from all caste categories were found to have significantly higher mean scores on educational aspirations in comparison to the low achiever students.

Bork, J. [2008] studied **Effects of goal setting on academic achievement**. This study was done to examine the effects of two types of goals, assigned and student-selected, on academic achievement. 25 fourth grade students, in a rural Midwestern elementary school, received instruction and utilized specific, measurable, attainable, relevant, and timely (SMART) goals during two separate social studies units. Using checklists, questionnaires, and journals data was collected and analyzed. Results showed students had a significant academic increase while using both types of goals. Their academic performance was most influenced by the use of student-selected goals. Based on these results, educators would benefit from integrating goal setting into their classrooms.

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Dominique, M., Jacob B. H. and Jordan B. P., Robert, O. P. and Bruce, M. S.[2010] investigated whether **Setting, elaborating and reflecting on personal goals improves academic performance**. In this study the researchers investigated that, whether an intensive, online, written, goal-setting program for struggling students would have positive effects on academic achievement. Students (N 85) experiencing academic difficulty were recruited to participate in a randomized, controlled intervention. Participants were randomly assigned to 1 of 2 intervention groups: Half completed the goal-setting program, and half completed a control task with intervention-quality face validity. After a 4-month period, students who completed the goal-setting intervention displayed significant improvements in academic performance compared with the control group. The goal-setting program thus appears to be a quick, effective, and inexpensive intervention for struggling undergraduate students.

Shinde, V.M.[2011] conducted **A study of level of aspiration among tribal children**. The objectives of the study were 1) to find out the level of aspiration among primary school going tribal children; 2) to find out the relationship between level of aspiration and academic achievement of primary school tribal children. The Sample consisted of 240 tribal girls and 260 tribal boys. The samples were selected randomly from the Primary schools. Aspiration scale developed and standardized by Mahesh Bhargava and M.A.Shah was used to measure the aspiration level among tribal children. For the present study the statistical techniques viz., mean, standard deviation, 't'- test and Co-relation were used for the purpose of knowing the extent of relationship between the variables and also regarding their significant difference. The findings of the study revealed that 1) the Primary school tribal Boys and Girls do not differ in the level of aspiration and 2) there is significant relationship between the level of aspiration and academic achievement among the primary school tribal children.

SIGNIFICANCE OF THE STUDY

In education process there are several factors which influence the academic performance. Among them level of aspiration has special significance, along with parental education, occupation and income. How much a student aspires (the level of aspiration) becomes an essential parameter, when it comes to enhancing the Academic Performance. An academic performance can be taken as how well someone does during his/her academics. This means, how they performed in their school including all the activities that go along with it. The most known indicator of academic performance is the grade. Student joining different streams of education do have different aptitudes. It is essential to know their level of aspiration and how it influences their academic performance. Hence the impact of level of aspiration and gender on academic performance -a comparative study of students belonging to different streams was studied.

Statement of the Problem

Academic performance is considered to be one of the prime indicators of one's success. Academic performance tells us how an individual will be viewed in his career depending on his

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performance he demonstrates now. Academic performance is being affected by many different variables. Level of Aspiration is an essential process when it comes to increase in Academic Performance. Goal setting helps a student to plan realistic, time bound and clear goals which help in improving grades. How much Academic performance is affected by level of aspiration and Gender is what the researcher intends to study in the present study.

OBJECTIVES

1. To assess the effect of level of aspiration on academic performance of students belonging to different streams of education.
2. To analyze the impact of level of aspiration on academic performance of boys and girls belonging to different streams of education.

Hypotheses

1. There is no significant difference in the Academic performance of students with high and low achievers in Engineering Stream.
2. There exists no significant difference in academic performance of boys and girls with respect to level of aspiration in Engineering Stream.
3. There is no significant difference in the Academic performance of students of Management stream with high and low achievers.
4. There exists no significant difference in academic performance of boys and girls of Management Stream with respect to level of aspiration.
5. There is no significant difference in the Academic performance of students with high and low achievers in legal stream.
6. There exists no significant difference in academic performance of boys and girls of Law Stream with respect to level of aspiration.

METHODOLOGY

The effective sample of study comprised 717 college students. The sex ratio of the sample was 1:1. Random sampling method was used to select the subjects. The age group of the subjects was 18 to 19 years. The students were in first and second year of their graduation. The sample was selected from three different streams of education viz Engineering, Management and Law.

Tool Used

Tool used for measuring level of aspiration was Level of Aspiration Measure developed by Dr. Mahesh Bhargava and Prof. M. A. Shah. The board results of class XII were used to record data of Academic Performance.

Analysis and Interpretation of Data

The data was analyzed by using both descriptive and inferential statistical treatment. At the initial stage the data was subjected to descriptive statistics i.e. mean and standard deviation.

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Later for the inferential purpose the data was subjected to ANOVA and Scheffe's test of Multiple Comparisons. Wherever it was necessary the findings were presented graphically.

RESULTS AND DISCUSSIONS

Table 1. Mean & SD values of Academic Performance of students with respect to level of aspiration belonging to different streams of education.

S. No.	Level of Aspiration (LOA)		Engineering		Management		Law	
			Boys	Girls	Boys	Girls	Boys	Girls
1	High	Mean	82.78	81.9	73.42	78.34	71.71	76.48
		SD	7.36	6.45	8.67	10.34	8.62	7.69
2	Low	Mean	83.94	83.79	71.57	76.34	74.37	79.59
		SD	7.11	6.52	8.36	8.94	8.29	8.19

A look at the table 1 reveals that there are marginal differences in the mean values of academic performance of high and low level of aspiration of boys and girls belonging to different streams of education. The same is graphically represented in Figure 1.

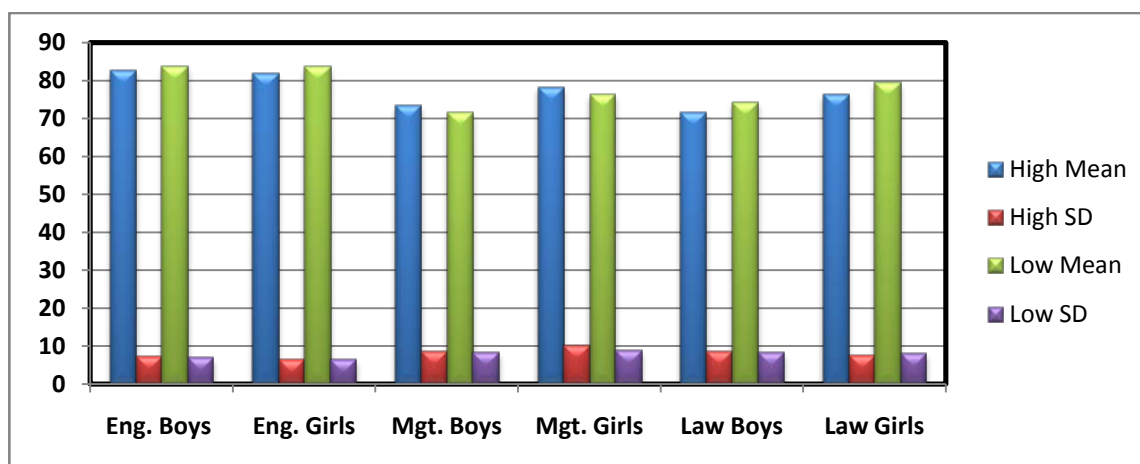


Figure 1 Mean & SD values of Academic Performance of students with respect to Level of Aspiration belonging to different Streams of education.

Only on the basis of descriptive statistics the data cannot be inferred confidently, hence the data was subjected to two way ANOVA. The complete summary of 2 way ANOVA is displayed in table 2.

Table 2. Complete Summary of two way ANOVA of Academic Performance of students with respect to their Level of Aspiration belonging to Engineering Stream.

Source	SS	Df	MSS	F
A:High Vs Low LOA	140.3469	1	140.3469	2.97035
B:Gender	16.0839	1	16.0839	0.340405
A X B (Interaction)	7.873504	1	7.873504	0.166637
Within	11150.83	236	47.24929	
Total	11315.14	239	47.34367	

*Significant at 0.05 level **Significant at 0.01 level

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A look at the table 2, clearly shows the calculated value of F is 2.97. Table value of F for df (1 and 236) at 5% level is 3.88. It means that **there is no significant difference in the Academic performance of students with high and low level of aspiration in Engineering Stream**. The differences seen can be attributed to the factor of chance. That means for students of Engineering, Level of Aspiration and Academic Performance are independent of each other. Level of Aspiration is influenced by number of factors viz; Parent's education, Parent's occupation, socio-economic status, type of school, family background etc. There are certain other factors that also contribute to academic performance viz study habits, learning styles, test anxiety, self-concept, intelligence etc. Some students score high in last minute of study. However, some plan their study. Other than this, most of the subjects that are studied in class XII get repeated in Ist year of Engineering with addition of one or two new subjects. This is in contrast to Management and Law subjects, which are altogether different. In engineering stream, it is a revision of the same subject's altogether to form a firm base for moving into specialization. Therefore, it can be, surmised that level of aspiration failed to influence academic performance of students belonging to engineering stream.

The calculated value of F with respect to gender is 0.34; hence it can be inferred that **there exists no significant difference in academic performance of boys and girls with respect to level of aspiration in Engineering Stream**. This could be because the selection criterion in engineering is as it is very high. These days' boys and girls receive equal treatment in society, family and school when it comes to education. This involves going to coaching classes, group study, and discussion method, thus with similar environment it is possible that the boys and girls do not differ in academic performance with respect to level of aspiration in college of engineering.

In order to conclude it can be said that in College of engineering both level of aspiration and gender fail to influence academic performance of college students.

Table 3 Complete Summary of two way ANOVA of Academic Performance of students with respect to their Level of Aspiration Score belonging to Management Stream.

Source	SS	df	MSS	F	
A:High Vs Low LOA	221.7219	1	221.7219	2.669971	
B:Gender	1406.504	1	1406.504	16.9371	**
A X B (Interaction)	0.289815	1	0.289815	0.00349	
Within	19598.1	236	83.04281		
Total	21226.62	239	88.8143		

*Significant at 0.05 level **Significant at 0.01 level

In the above table 3, value of F is 2.66. Table value of F for df (1 and 236) at 5% level is 3.88. This shows that **there is no significant difference in the Academic performance of students of Management stream with high and low Level of Aspiration**. Students who set high goals

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are over aspirers and those who set low goals are under aspirers. And as regards the field of management is concerned, they have to learn to manage. They have to make the best use of whatever is available to them. Therefore it can be said that level of aspiration (high or low) does not affect academic performance of students belonging to management stream.

The calculated value of F for the factor B is 16.93 which is highly significant at 0.01 level. This shows that gender as a factor is significant. Hence it can be deduced that **there exists significant difference in academic performance of boys and girls of Management Stream with respect to level of aspiration.** In College of Management, girls have shown better academic performance with respect to Level of Aspiration in comparison to boys. It is but obvious as the famous saying goes that girls/ women are good managers and are efficient in multitasking in comparison to boys/men. This has been proved on several occasions, as also with increase of women at work place has become very evident. Hence it can be said that girls show better academic performance with respect to level of aspiration in college of management in comparison to boys.

In order to assess the intergroup mean differences, the data on level of aspiration of student was treated with Scheffe's Test of Multiple Comparison. The values obtained are given in table 4.

Table 4: Scheffe's Test of Multiple Comparison of Academic Performance of students with respect to their Level of Aspiration (LOA) belonging to Management Stream.

Sr. No.		Low Boys	LOA	High Boys	LOA	Low Girls	LOA	High Girls	LOA
1	Low Boys	X		102.9897		683.2072**		1372.551**	
2	High Boys			X		255.6752		723.5867**	
3	Low Girls					X		119.022	
4	High Girls							X	

*Significant at 0.05 level **Significant at 0.01 level

By looking at the mean table 1 along with the above table 4, it can be inferred that, **academic performance of girls with low LOA was found to be better than boys with low LOA. Academic performance of girls with high LOA was found to be far better than boys with low LOA. Academic performance of girls with high LOA was found to be better than boys with high LOA.**

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It can therefore, be inferred that academic performance of girls is found to be better in comparison to boys with respect to both High and Low Level of Aspiration in college of management. This is because girl's are more serious, they take tasks at hand more seriously and want to give their best. Accordingly, they plan ahead and are goal oriented.

Table 5 Complete Summary of two way ANOVA of Academic Performance of students with respect to their Level of Aspiration belonging to Law Stream.

Source	SS	df	MSS	F	
A:High Vs Low LOA	499.5089	1	499.5089	7.409897	**
B:Gender	1494.705	1	1494.705	22.17299	**
A X B (Interaction)	3.001607	1	3.001607	0.044527	
Within	15909.01	236	67.41104		
Total	17906.22	239	74.92143		

*Significant at 0.05 level **Significant at 0.01 level

In the above table 5, the calculated value of F is 7.40, significant at 1% level. Therefore, it can be said that **there is significant difference in the Academic performance of students of Law stream with high and low Level of Aspiration**. A look at the mean table reveals that students with low level of aspiration show better academic performance in comparison to students with high level of aspiration. Students with low level of aspiration usually are more realistic and they want to play safe. As setting too high a goal and failing to achieve it may lead to disappointment. And law profession altogether needs diplomatic and safe play skills. Therefore, in college of legal studies, students with low level of aspiration show better academic performance than students with high level of aspiration.

From the table 5, it is evident that the calculated value of F 22.17 which is significant at 0.01 level. Hence it can be said that there exists significant difference in academic performance of boys and girls of Law Stream **with respect to level of aspiration**. Girls of College of Legal studies surpass boys in academic performance with respect to Level of Aspiration. This is because girls are more sincere in their approach towards studies. And being into law field their quest, to know truth and dispense justice is even stronger than boys. Therefore their motivation for pursuing their chosen subject is higher resulting in far greater interest in studies. As studying law and proving and disproving requires a lot of role play and mock set up (like in moot courts) it is easier for girls to relate with it in comparison to boys. This is the reason that girls in COLS perform better in academics with respect to their level of aspiration in comparison to boys.

In order to analyze the intergroup mean differences the data on level of aspiration of student was treated by Scheffe's Test of Multiple Comparison. The obtained values are given in table 6.

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Table 6: Scheffe's Test of Multiple Comparison of Academic Performance of students with respect to their Level of Aspiration belonging to Law Stream.

Sr. No.		Low LOA Boys	High LOA Boys	Low LOA Girls	High LOA Girls
1	Low LOA Boys	X	212.5341	815.8346**	133.036
2	High LOA Boys		X	1861.178**	681.8717**
3	Low LOA Girls			X	289.9764*
4	High LOA Girls				X

*Significant at 0.05 level **Significant at 0.01 level

Looking at the mean table along with the above table 6 it can be construed that, **academic performance of girls with low LOA was found to be better than boys with low LOA. Academic performance of girls with low LOA was found to be far better than boys with high LOA. Academic performance of girls with high LOA was found to be better than boys with high LOA. Academic performance of girls with low LOA was found to be better than girls with high LOA.**

In order to conclude it can be construed that academic performance of girls is found to be better in comparison to boys with respect to both High and Low Level of Aspiration in College of Legal Studies. More so it is more with girls who set Low Goals. This clearly shows the initial phase of life and risk taking factors. Girl's desires to perform well as also they don't want to take risk, by keeping their aspiration low they outperform boys.

FINDINGS AND CONCLUSIONS

The findings of the present study from the statistical treatment and analysis of the data revealed the following facts;

1. The findings of the study revealed that level of aspiration failed to influence Academic Performance of students belonging to Engineering and Management streams of education.
2. In Law fraternity, students showing low level of aspiration revealed better academic performance than students with high level of aspiration.
3. There exists no significant difference between academic performance of boys and girls with respect to level of aspiration in Engineering stream.
4. Significant gender differences in academic performances were revealed with respect to level of aspiration in Management and Legal streams of education. In both the streams girls outshine boys.

LIMITATIONS OF THE STUDY

1. The age group of study was confined to 18 to 19 years.
2. The present study was limited to students of Engineering, Management and Law stream.

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A Review on Cognitive Representations in Substance Use Disorders and Essence of Cognitive Therapy

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Keywords: *Cognitive Representations, Disorders, Essence, Cognitive Therapy.*

Substance dependence is a chronic and highly prevalent condition leading to dysfunction in personal, occupational and social area that can occur during periods of heavy alcohol consumption and even following treatment. According to WHO estimates in year 2010, 3.4-6.6 per cent of the world's population in age group of 15-64 had used an illicit substance at least once in their life (WHO, 2012). Illicit drug use globally led deaths in range of 99,000 to 253,000 in the year 2010 (WHO, 2012). Recent report of WHO (2014) suggests that 38.3% of the global population consume alcohol and on an average, an individual over 15 years of age consume 6.2 litres of alcohol annually. Thus drug dependence has become a worldwide crisis as it is associated with adverse social and economic consequences as well as physical and mental illness.

There is a vast difference among use, abuse and dependence and not everyone who uses substance is abuses or is dependent on them. A variety of potential contributing factors, including age, mood instability, stress, and personality characteristics such as poor distress tolerance, inadequate social skills, and lack of assertiveness etc. found to be associated with substance dependence and dealt with using number of intervention strategies but still relapse rate found to be too high among these individuals. The research has established the clinical relevance of identification and modification of cognitive components as it is often associated with better treatment outcome and low rate of relapse across various disorders. Although, recently rapid attempts have been made to explore underlying cognitive elements in substance use but these elements are still less identified and as a result management of these elements using psychological intervention still less translated into routine practice in the clinical care. Hence, it is important to study systematically the substance use disorders in terms of associated cognitive elements. The current article is aimed to review systematically the published literature on identification and modification of dysfunctional cognition in substance use disorders.

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MATERIALS AND METHODS

Search Strategy:

A literature review was undertaken using several electronic databases (PubMed, ScienceDirect and specific journals, which pertain to psychosocial issues in addictive disorders and guidelines for the same) for relevant publications. The search was carried out in July 2015 and included publications until (and including July 2015). Furthermore, all the publications listed using the search term “Dysfunctional attitude;” “schemas;” “core beliefs;” “dysfunctional assumptions;” “negative automatic thoughts;” “dysfunctional cognitions;” “cognitive distortions;” “cognitive errors;” “Thinking errors;” “Logical errors;” were screened for alcohol/substance/drug use, abuse, dependence. Relevant studies were also searched in Indian Context. Additional published material was identified from the bibliography of the studies screened and evaluated on the related topics.

Study Selection:

For the purpose of the present review, English language peer-reviewed studies conducted among individuals consuming any substance were included.

Data extraction:

Information was extracted using a structured Performa from the publications that met the above-mentioned inclusion criteria. Data were extracted pertaining to cognitive elements and alcohol/drug/substance use disorders. Furthermore, the publications that assessed effectiveness of cognitive behaviour therapy (CBT) in alcohol or substance use disorders were also included in the review. Articles that clearly states the techniques or components of CBT used in study were considered for review purpose. All information was extracted by two authors using predefined criteria.

COGNITIVE REPRESENTATIONS:

Role of cognition is implicated across various disorders including substance use, identification and modification of underlying deeper cognitions makes individual less likely to relapse (Hollon et al., 1992). Cognitive representations consist of following cognitive elements including schemas/Core beliefs, dysfunctional beliefs (assumptions, attitude and rules), automatic thoughts and cognitive distortions. Cognitive factors can be referred as cognitive vulnerability to predict psychopathology including disorders such as obsessive compulsive disorder, depression, eating disorders and substance use etc.

A) Schema and substance use

Early maladaptive schema is one of the cognitive elements recently defined by Ball (2007) as “enduring and pervasive themes about oneself, others, and the world”, develops on the basis of early traumatic childhood experiences. Schemas are categorized into two categories: helplessness and unlovability. A third one added by J.S. Beck (2005) as schema of worthlessness. Young, Klosko, & Weishaar (2003) have talked about 18 early maladaptive schemas that individuals can possess, divided into five domains: Disconnection and rejection (schemas of defectiveness,

mistrust/abuse, abandonment, social isolation, and emotional deprivation), Over vigilance and inhibition (schemas of punitiveness, unrelenting standards, emotional inhibition and negativity/pessimism), Other directedness (schemas of approval seeking, self-sacrifice, and subjugation) Impaired autonomy and performance (schemas of failure, dependence, vulnerability, and enmeshment), Impaired limits (schemas of grandiosity and insufficient self-control). Recent studies have emphasised on differences in schemas for individuals with substance abuse as compared to normal population and also across different substance use. Brothie, Meyer, Copello, Kidney, & Waller (2004) carried out a cross sectional study on group of alcohol abusers, opiate abusers, combined alcohol and opiate abusers and a non-clinical group, participants were assessed on Young Schema Questionnaire-SF. Result reveals that schemas were highest in alcohol abusers and these schemas were significantly high in clinical than non clinical group. This difference of schemas in clinical substance abuse group and non clinical group was supported by other studies as well (Jalali, Zargar, Salavati, & Kakavand, 2011; Shaghaghv, Saffarinia, Iranpoor, & Soltanynejad, 2011; Razavi, Soltaninezhad, & Rafiee, 2012; Shorey, Stuart, & Anderson, 2013a). Jalali, Zargar, Salavati, & Kakavand (2011) performed a study among 56 opioid users and 56 non opioid users and found that parenting origin assessed on Young Parenting Inventory is significantly associated with related schemas among opioid users. Thus Addiction potential can be predicted by assessment of schemas in undergraduate students (Bojed & Nikmesh, 2013)

Reduction in schemas after intervention is estimated in hardly few studies. Roper, Dickson, Tinwell, Booth & McGuire (2010) identified mmaladaptive cognitive schemas in alcohol dependence group and also the changes associated with a brief residential abstinence program. 100 participants were recruited, comprising an alcohol dependent clinical (ADC) group ($n = 50$) and a non-clinical group ($n = 50$). Groups were compared on schemas. Level of anxiety and depression on pre & post assessment for alcohol dependent clinical (ADC) group was compared. The two groups differed significantly on 6 of 15 schema beliefs. Significant improvements on post assessment in depression, anxiety, and 13 out of 15 maladaptive schemas obtained following a period of abstinence with participation in a psycho-educational program. Changes in early maladaptive schemas also found after residential treatment for substance use (Shorey, Stuart, Anderson & Strong, 2013b). Pre-post analysis on Young Schema Questionnaire-LF by the end of the 4-week treatment on 12 step facilitation therapy was carried out among alcohol and opioid-dependent treatment seeking adult males ($N = 97$). On post assessment 8 of the early maladaptive schemas significantly decreased with small to moderate effect size.

B) Dysfunctional Beliefs and substance use

Cognitive Schemas which generally develops in childhood plays major role in the development of intermediate dysfunctional beliefs which consists of dysfunctional attitudes, rules and assumptions. Three major categories of dysfunctional beliefs found to be associated with the patient's acute decision to engage in substance abuse: Anticipatory, Relief-oriented, and Facilitative or permissive (Beck, 1993). Alcoholic thinking is explained in the form of

grandiosity, omnipotence, and low frustration tolerance as ways of thinking and rationalization. Wright, Beck, Newman, & Liese (1993) depicts that drug-related beliefs are an important factor in drug abuse and its treatment. Study by Miguel & Antonio (2012) explored the changes in core beliefs associated with substance abuse and compared the group of substance-dependent patients with and without personality disorders. They focused on necessity to assess variety of dysfunctional beliefs associated with addiction as degree of identification with dysfunctional beliefs found to be strong predictor of craving and alcohol use and that the course of identification with beliefs was more unpredictable in alcohol-dependent individuals with comorbid Personality Disorders. Another study by A'zami, Doostian, Mo'tamedi, Massah, & Heydari (2015) assessed dysfunctional attitudes and coping strategies among two groups of substance dependent and normal individuals, it was a causal-comparative study in which addicts selected through simple random sampling and was assessed on coping strategies questionnaire and dysfunctional attitudes scale. Total 100 addict men attending addiction rehabilitation centers and 100 ordinary individuals were matched with the addicts. Significant difference was found in terms of their dysfunctional attitudes and coping strategies.

Gjestad, Franck, Hagtvet & Haver (2011) have carried a study to see changes in alcohol consumption, dysfunctional attitudes and depression among female patients after treatment (psychotherapy & medication) for alcohol addiction. Assessment was done twice over a 2-year period on total 120 female patients using the alcohol use inventory, depression scale from the Symptom Checklist-90 and the dysfunctional attitude scale. Decrease in alcohol consumption, depression and dysfunctional attitude was observed after treatment on follow up.

Feldman, Harvey, Holowaty & Shortt (1999) explored alcohol use beliefs and behaviours among high school students, 62 randomly selected classrooms in three Canadian urban schools, 1236 Grade 9–13 students in which 39% were current moderate drinkers and 11% were current heavy drinkers. It was noted that beliefs associated with drinking was for enjoyment and to get in a party mood. Dysfunctional attitudes also found to be significant predicting factor for development of later problem drinking in college population, even when the effect for level of alcohol consumption, gender, age and depression was controlled (Heinz, Veilleux, & Kassel, 2009).

C) Automatic Thoughts and substance use

Automatic thoughts can be words or images that go through one's mind, are situation specific and considered as most superficial level of cognition. These thoughts often underlie emotions but occur quite rapidly with little awareness and people do not recognize them properly. Problem avoidance, ruminating negative events, holding a negative outlook on the world and on own personal future, and avoidance of responsibility have been associated with the patterns of substance abuse and their urge for drinking among individuals with alcohol abuse (Rohsenow et al., 1989).

D) Cognitive distortions and substance use

Cognitive distortions also referred as thinking errors that are prevalent in many forms of mental illness. These are systematic negative bias in the cognitive processing. Beck (1979) explained common errors associated strongly with emotional and behavioural disorders including substance abuse. These are all or nothing, catastrophization, emotional reasoning, labelling, mental filter, magnification/minimization, mind reading, overgeneralization, personalization, should and must statement, tunnel vision. Three defences are found in the form of cognitive distortions that are held by active alcoholics such as they cannot control drinking, drink excessively because of pain and that drinking relieves their pain, they usually do not realize that drinking becomes the source of pain and they mostly remains ignorant and hopeless about solving this problem.

There are very few studies that have examined the cognitive distortions among substance use individuals. One of the prospective study by Kirisci, Tarter, Vanyukov, Reynolds & Habeych (2004) found that Cognitive distortions in early adolescents (12-14 years) do not directly predict substance use disorder by young adulthood but mediates the association between neurobehavioral disinhibition (10-12 years) and marijuana use (age 16 years) which, in turn, predicts substance use disorder by age 19 years. Another study (Kempton, 1994) has examined cognitive distortions among adolescents (135), they were grouped in four category of depression group, conduct disorder group, depression and substance abuse group, conduct disorder and substance abuse group and group combining all three. Adolescents with multiple Axis I diagnoses scored highest on cognitive distortion.

COGNITIVE BEHAVIOUR APPROACH AND SUBSTANCE USE DISORDER:

Cognitive behavioural interventions consist of a wide array of learning principle based approaches and emphasize that behaviour is influenced by cognitive processes. CBT combines both cognitive and behavioural strategies, cognitive strategies basally include cognitive restructuring and behavioural strategies consists of coping with cravings for substances, cue exposure, contingency Management, relaxation training and promotion of non-drug related activities etc. RPT emphasize on functional analysis of cues related to drug use as well as systematic training to develop alternative responses to these cues. This approach is known as Relapse Prevention (RP) as it focuses on the identification and prevention of high-risk situations. These high risk situations make one highly vulnerable to engage in substance use behaviour (Marlatt & Donovan, 2005).

The evidence for the efficacy of CBT exists for a wide range of substances including alcohol, cannabis, amphetamines, cocaine, and heroin and injecting drug use (Botvin, Baker, Renick, Filazzola & Botvin, 1984; Feeney et al., 2004; Petitjean et al., 2014). CBT based studies that have proved their efficacy for treatment of Substance related cases have basically used diverse set of elements in the intervention program such as coping skill training, contingency management (Longabaugh & Morgenstern, 1999, Litt, Kadden, Cooney, & Kabela, 2003), life skills management (Botvin, Baker, Renick, Filazzola & Botvin, 1984). Petitjean et al., (2014)

have used CBT manual of Carroll, (1998) for treatment of substance abuse. Khodayarifard (2010) used CBT for treatment of couple with substance abuse.

Individual CBT programs vary as per the degree of use of various components. A cognitive behavioural intervention manual for cocaine dependence includes components of functional analysis, behavioural strategies to avoid triggers, drug refusal and coping skills, and building problem-solving (Carroll, 1998). Evidence for the efficacy of CBT for substance use disorder is supported in meta-analytic reviews, with effect size estimations in the low moderate range using heterogeneous comparison conditions (Dutra et al., 2008) and large effect sizes compared to no-treatment control groups (Magill & Ray, 2009). The table below has summarised evidences in favour of CBT along with the CBT components used in research for intervention purpose and shows that most of the study have used behavioural strategies to deal with substance use disorder.

Table-3: Evidence in Favour of CBT for Substance Use Disorders and CBT Components Used for Intervention.

CBT Based Study	CBT Components Used in Substance Use Disorders	Results
A Randomized, Controlled Trial Of Combined Cognitive-Behavioural therapy Plus Prize-Based Contingency Management(CM) For cocaine Dependence Petitjeana et al., (2014)	<ul style="list-style-type: none"> • functional analysis • behavioural strategies to avoid triggers • drug refusal & coping skills • building problem-solving 	Both were effective but effectiveness of CM & CBT was greater than CBT alone
Alcohol Dependence: The Impact Of Cognitive Behaviour Therapy With Or Without Naltraxone On Subjective Health Status Feeney et al., (2004)	<ul style="list-style-type: none"> • Identification and modification of Alcohol Expectancies • Increasing Drinking Refusal Skills • Coping Skill Training • Problem Solving 	Both CBT+Naltraxone and CBT alone were equally effective in terms of subjective health status
Cognitive-Behavioral Couple Therapy Of Drug-Abuse In Iran Khodayarifarda , (2010)	<ul style="list-style-type: none"> • Relaxation Exercise • Problem Solving • Psycho education • Distraction Techniques • Cognitive Restructuring 	Effective on post assessment and follow up

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Naltrexone And Cognitive Behavioral Therapy For The Treatment Of Outpatient Alcoholics: Results Of A Placebo-Controlled Trial. Anton et al., (2003)	<ul style="list-style-type: none"> • Manual Guided CBT Focused On Coping Skill Training 	Effectiveness of CBT & Naltraxone was greater than CBT & Placebo
A Cognitive-Behavioral Approach To Substance Abuse Prevention Botvin, Baker, Renick, Filazzola & Botvin (1984)	<ul style="list-style-type: none"> • Peer Led And Teacher Led Interventions Using: • Social Skills • Communication Skills • Assertiveness Skills • Problem Solving • Relaxation Exercises 	CBT was effective than no intervention
Coping Skills And Treatment Outcomes In Cognitive-Behavioral And Interactional Group Therapy For Alcoholism. Litt, Kadden, Cooney, & Kabela(2003)	<ul style="list-style-type: none"> • Coping Skills Therapy 	CBT was equally effective as Interactional Therapy in enhancing coping and drinking outcome
Cognitive-Behavioral Therapy For Substance Use Disorders Review Paper <u>Mchugh</u> , Hearon, Otto (2011)	<ul style="list-style-type: none"> • Motivational Interventions • Contingency Management Strategies • Relapse Prevention with Functional Analysis 	CBT was more effective than other treatment and no treatment
Cognitive-Behavioral Treatment With Adult Alcohol And Illicit Drug Users: A Meta-Analysis Of Randomized Controlled Trials Magill & Ray (2009)	<ul style="list-style-type: none"> • Coping-Skills Training • Drug-Refusal Skills Training • Functional Analysis of Substance Use • Increasing Non use-Related Activities 	CBT was effective than no treatment
Efficacy of Disulfiram And Cognitive Behavior Therapy In Cocaine-Dependent Outpatients Carroll et al., (2004)	<ul style="list-style-type: none"> • Functional Analyses • Identifying And Coping With Cravings • Managing Thoughts About Drugs And Alcohol • Developing Effective Drug-Refusal Skills, Developing Problem-Solving Skills • Developing Emergency 	Effectiveness of Disulfiram + CBT was greater than Disufiram + IPT, CBT + Placebo, IPT + Placebo

	<p>Coping Plans</p> <ul style="list-style-type: none"> • Improving Decision-Making Skills 	
<p>Naltrexone And Coping Skills Therapy For Alcohol Dependence a Controlled Study</p> <p>O'malley, et al., (1992)</p>	<ul style="list-style-type: none"> • Coping Skill Training 	<p>Effectiveness of Naltraxone + Coping skill therapy was greater than Naltraxone + Supportive therapy. Naltraxone was effective than placebo Placebo</p>

DISCUSSION

Cognitive Behaviour interventions are found to be successful in treatment of substance use but still relapse rate is of serious concern. Majority of intervention based studies have basically worked on individual's motivation level, interpersonal relationship and comprised array of behaviour components for intervention purpose and have given less attention to individuals' deeper cognitions using cognitive techniques in treatment regime for substance abuse or dependence.

Cognitive therapy (CT) is a system of psychotherapy that attempts to reduce excessive emotional reactions and self-defeating behaviour by modifying the faulty or erroneous thinking and maladaptive beliefs that underlie these reactions. It helps in modification of underlying deep cognitive elements including schema, dysfunctional beliefs in terms of self rather than just focusing on superficial aspects of thinking. Similarly like other disorders, cognitive restructuring in the context of drug cues may be helpful in enhancement of skills even apart from the treatment setting (Otto, O'cleirigh, & Pollack, 2007). Cognitive theory is well validated in number of cognitive science studies, and cognitive therapy found to be effective in hundreds of randomized controlled trials across a wide range of psychiatric disorders and medical conditions (Beck, 2005). Studies have shown the effectiveness of CT helping patients not only to overcome disorders but also in prevention in relapse (Hollon et al., 2005). Therefore, as part of cognitive therapy, cognitive restructuring is considered as an important area of intervention.

There are studies focusing on restructuring superficial aspect of cognition only i.e. addictive beliefs using functional analysis as aim of cognitive intervention rather than modifying underlying dysfunctional cognitive structure which is often developed in early childhood and leads to difficulties in various other area of individuals' life.

Intervention studies even haven't made any attempt towards objective assessment of individuals' deeper cognitive structure and therefore, the degree of change in underlying deeper cognition is also not estimated after treatment or intervention. These studies have not even discussed about the basic nature of common cognitive elements found among substance abuse individuals.

CONCLUSION

It is very well known that elements of cognition, feelings and behaviour are interconnected. These all elements influence each other equally. Underlying deeper cognitions such as schemas, dysfunctional assumptions, negative automatic thoughts and cognitive distortions all are essentials elements and have major role in influencing mood and subsequently substance taking behaviour. Identification and modification of underlying deeper cognitions can decrease the rate of relapse (Hollon et al., 1992). There is enough evidence in favour of CBT for treating various psychological disorders including substance use disorder but still reality of high rate of relapse specifically in case of substance use disorders cannot be ignored. Evidence for cognitive restructuring needs to be expanded and should also include research on identification of underlying cognitions in objective way using psychological measures. Besides, changes in cognitions also need to be assessed after cognitive restructuring as part of psychological intervention as CT claims on identification as well as modifications in cognitions which as a result lead to reduction in substance taking behaviour. Therefore, future intervention studies need to assess not only the end consequence i.e. reduction in substance use but also assess the mid process i.e. change in cognitions through which final or ultimate change takes place.

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Challenges Faced By Parent Due To the Presence of Mentally Handicapped Person in the Family

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ABSTRACT

Objective- The main purpose of the present study is to investigate that, to know the impact on family due to presence of mentally challenged child in the family. The presence of child with Mental retardation affects their social, emotional, economical, and psychological aspects. **Research design-** The present study used in the Survey research design. **Method** – The research design is scientific because it is based on empirical principles verifiability of data is possible in all stages of research process researcher strongly believes that through scientific verification of data could be able to test the hypotheses to derive cognate findings **Result-** The present study suggested that due to the presence of mentally challenged children in the family it affects their social, emotional economical and psychological aspects significantly. It has been observed that it disintegrates the family. **Conclusion-** The main purpose of the present study is investigated that, to know the impact on family due to presence of Mental retarded child in the family. The presence of child with Mental retardation affects their social, emotional, economical, and psychological aspects were affected in the mental retarded children.

Keywords: Mental Challenged, Family, Psychological, & Socio-economic Status.

Parenting a Child is difficult and becomes much more taxing for parents when the Child happens to be one with a disability. A disabled child in the family calls for a lot of adjustment on the part of parents as well as other family members. The impact of disabled child on the parents and family has been well documented. Though they will always be individual difference in the reactions of each of the parents usually they are known to pass through a sequence of stages of reactions after knowing the diagnosis of disability in their child which is considered in fact to be quite normal (Evans, 1979; Cunningham, 1979; Honby, 1987). The first stages includes shock during which parents report feeling of confusion and happiness This is followed by denial stages during which parents are unable to accept that their child has disability or handicapped. They spend lot of time looking for a total cure. Parent also tend to feel sad and express anger when

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they find themselves helpless But when they reach adjustment stage, they start making efforts to do whatever possible and constructively contribute towards the development training and welfare of their child. Effective communication of diagnosis and need for imparting adequate information regarding the child's condition is the first important need of all parents (Peshawaria and Menon 1971).

Many parents complain that, "Had we been total about his condition honesty right in the beginning things would have been much better for us". Many a time professionals do not or are unable to give accurate information affectivity to the parents because of multiple reasons look of time, being ignorant of information communication barriers etc. Much of the parent's reactions, adjustment, attitudes and in involvement in the training of their child is going to depend on how sensitively this information is communicated.

Mentally retarded children often impose social restrictions on the family leisure activities. These restrictions gets compounded when there is a child with multiple disabilities, is severely retarded, has behavior problems, social isolation also increases as parents want to avoid feeling uncomfortable or hurt when asked question about the child's disability some parents are also reported to undergo mental difficulties factors contributing to it could be blamed each other for the condition of the child extra demands of caring, management of daily hassles or not being able to devote much time for each other because of fatigue and the exhaustion of caring for such a child.

However families are not always passive sufferers. They make efforts to overcome the difficulties and try to cope and adjust to this situation. In this situation certain things help them to cope like families need to gather the right kind of information about the condition and become knowledgeable about it. At some stage they have to accept the mental retardation in a family member and have hope that they will develop though in a slower pace. It is very important for families to preserve their own health maintain family cohesion and harmonious relations.

The World Health Organization (WHO) has defined the term impairment disability and handicap in 1980. Through the publication of the International Classification of Impairments Disability and Handicaps (ICIDH), in a manual of classification relating to the consequences of disease.

Disease --> Impairment --> Disability → handicap

Source: ICIDH Model (WHO 1980)

According to the ICIDH impairment is any loss or abnormality of psychological, physiological or anatomical structure or functions generally taken to be at organ level. Impairment is damage to tissue due to disease or trauma. A person who has poor or no vision due to the damage to retina or optic nerve may be said to have a visual impairment.

Disability has been defined by ICIDH as any restriction lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a

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human being generally taken to be at the level of the individual. Disability denotes the consequence of impairment in terms of functional performance and activity by the individual.

Handicap, has been defined by ICIDH as a disadvantage for an individual resulting from an impairment or disability that limits or prevents fulfillment of a role that is normal (depending on age sex and social cultural factors) for that individual. A handicap reflects the demands placed on the individual in a particular situation. An individual may indeed have a disability but may not have a handicap except in certain situation. The problems that a person faces as result of impairment and disability is called handicap, but a handicap is situation specific.

Defining disability is difficult to accommodate the expectation of all disabled groups. There are hundreds of different disabilities and there are as many causes for these disabilities. Some people are born with disabilities others become disabled later on in their lives some disabilities exhibit themselves only periodically like fits and seizures, others are constant conditions and are lifelong. Some disabilities can be controlled and cured while others still confuse the experts. Some include total or partial impairment of senses and physical and intellectual capabilities while defining disabilities. Others refer to a handicap or deviation of a social nature injuring or illness or incapacities to accomplish physiological functions or to obtain or keep employment. These definitions also reflect the consequences for the individual-cultural, social, economic and environmental-that stem from the disability.

Mental Retardation:

According to persons with Disability Act 1995 mental retardation means a condition of arrested means a condition of arrested or incomplete development of mind of a person which is specially characterized by sub normality of intelligence.

Locomotors Disability Berdine & Black Hurst (1985) define on orthopedically disabled child as one whose physical or health problems result is an impairment of normal interaction with society to the extent that specialized services and programmer are required. Hallahan and Kauffman (1991) define children with physical disabilities as those whose non sensory physical limitations or health problems interfere with school attendance or learning to such an extent that special services training, equipment, materials or facilities are required.

The PWD Act 1996 refers to orthopedic disability as locomotors disability and defines it as disability of the bones joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy. Along with its various categories of disabilities it is also very important to know its magnitude and extent of disabilities.

According to Sheeren Berger (1983) the elements of the definition of mental retardation were well accepted in the United States by 1990. These included on set in childhood significant in litterectual or cognitive limitation and an inability to adapt to the scheme proposed by the American Association on Mental Deficiency in 1910 referred to individual with mental

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retardation an feeble minded meaning that their development was halted at an early age or was in some way inadequate making it difficult to keep pace with peers and manage their daily lives independently (Committee on Classification 1910). Over the next 30 years the definition of mental retardation on focused on one of three aspects of development the inability to learn to perform common acts deficits or delays in social development/competence or low IQ (Yepsen 1941).

Edgar Doll- proposed that mental retardation referred to social incompetence due to mental sub-normality which has been developmentally arrested, which obtains at maturity is of constitutional origin and which is essentially incurable (Doll, 1936:38). Ered Kuhlman- who was highly influential in the early development of intelligence tests in the United States believed mental retardation was a mental condition resulting from a subnormal rate of development of some or all mental function's (Kulhman 1941:9,213) As a results of the conflating views and definitions of mental retardation a growing number of labels used to refer to individuals with mental retardation. American Association on Mental Deficiency proposed and adopted three part definition in 1959. Mental retardation refers to sub average general intellectual functioning which originates in the developmental period and is associated with impairment in adaptive behavior (Heber 1961). This expression included three components of low I.Q.< 85, impaired adaptive behavior and origination before age 16 only I.Q. is measurable but difficult to know adaptive behavior of individual is a particular situation. In addition to the revised definition, a five level classification scheme was introduced replacing the previous 3 level scheme. The generic terms of borderline (IQ 67-83), mild (IQ-50-66), moderate (33-49), severe 16-32 and profound <16 were adopted.

Due to concern about the over or misidentification of mental retardation particularly in minority populations the definition was revised in 1973 (Grossman 1973) eliminating the borderline classification from the interpretation of significant, sub average general intellectual functioning. The upper IQ boundary changed from the <85 to<70. In 1977 revision, Gross man modified the upper limit to 70-75 to account for measurement error. The most recent change in the definition of mental retardation was adopted in 1992 by DSMIV attempts to blend the 1977 and 1992 definition put forth by AAMR. It adopts the 1992 definition but retains the severity level of classification scheme from the 1977 definition. The upper IQ limit is 70 and individual must have delays in at least two of the 10 areas outlined in the 1992 definition.

REVIEW OF LITERATURE

Existing studies reveals that very often the parents have a negative attitude towards their child with disabilities. The parents are plagued with feelings of pessimism, hostility and shame (Rangaswanri, 1995). Denials, projection of blame, guilt, grief, withdraw rejection and acceptances are the usual parental reactions (Drew, Logan, Hardman, 1984). Some person also experience helplessness feelings of inadequacy, anger, shock and guilt where others go through periods of disbelief, depression and self blame. The siblings also experience feelings of guilt, shame and embarrassment (Fred N, 1995). In India, disability is still viewed is terms of a

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“tragedy” with a “better dead than disabled” approach the idea being that it is not possible for disabled people to be happy or enjoy good quality of life. Cultural beliefs about disability play an important role in determining the way in which family perceives disability and the kind of measures it takes for prevention, treatment and rehabilitation (Sen. A. 1988). Studies report that parental expectations from their disabled child were mostly negative and unrealistic.

Dalal and Panday investigated cultural beliefs and attitudes of a rural India community towards physical disability. The results revealed fatalistic attitude and external dependence in families with disabled children. In India there are strong beliefs in metaphysical causation. One of such belief in the theory of karma, which is often invoked to explain major life events including the occurrence of disability it has also been shown that people tend to accept their own disability as something which has resulted from their past karma or due to Gods will and thus often show low motivation to overcome the limitations (Berry & Dalal, 1996). Any form of disability is looked upon as sins committed in their last birth. Studies reveal that this negative attitude adversely affects the family and parents. Family members of children with disability are often perceived to experience harmful psychological effects (Mc Cormack M, 1992).

Parents are often found with unstable emotionally constant grief, psychological ill-health, and unsatisfactory social health. Studies have found them to be at higher risk for marital discord and social Isolation. The commonest psychiatric disorder that was found is dysthymia followed by generalized anxiety disorder and moderate depression (Chandorkar & Chakroborty, 2000). The majority of literature has highlighted stresses and the subsequent negative consequence in caring for a child with disability. In fact researchers have even proposed that when a child is diagnosed as having a severe disability the parents may experience similar cognitive processes to those individuals who have experienced a traumatic event (Turnbull and Turnbull).

RATIONAL FOR THE STUDY

Parents having a child with Mental retardation experience a variety of stressors and stress relations related to child's disability. Parents are known to get impacted in many ways including feeling sad, depressed, frustrated which pose problem in social adjustment and their functional abilities.

Marital harmony gets disturbed owing to various child related reason such as meeting extra childcare responsibilities and burden, affecting relationship between parents due to less privacy, more fatigue and fear of producing another child with disability.

The present research on the retardation is becoming bountiful, yet such increased efforts are not producing principles and techniques which substantially advanced new ways of dealing with this problem. The researches in this field had contributed to the widely accepted theory of psychological retardation and deviated from social and environmental factors. The psychological development consists of progressive changes in interaction between the individual as a pivotal

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functioning biological system and the environmental events. The total environment is made up of effective stimuli from social and physical events outside of the body wall and from biological events in the organism. For retarded individual social, physical and biological conditions of development deviate in the direction of slowing down the pace of successive interactional changes - the more the curtailment of opportunities the more extreme the retardation.

Research design-

The present study used in the Survey research design.

Method –

The research design is scientific because it is based on empirical principles verifiability of data is possible in all stages of research process researcher strongly believes that through scientific verification of data could be able to test the hypotheses to derive cognate findings.

Participants-

In the present study the researcher had selected the Raipur district for this study from where had taken a sample of 240 respondents. Researcher had taken an adequate proportional and representative sample size for the study for this purpose through systematic random sampling the researcher selected 50 percent of respondents from urban area and 50 per cent from rural area and 50 parents from rural areas.

Inclusion and exclusion criteria of the sample-

The subject of the study is the family member of the mentally retarded so parents are the best source of information and mostly they handle and face the problem of dealing with their child so they are included as participants and other family members of this families and parents of mentally ill patients are excluded from participants

Measure and methods of data collection-

The **Interview Schedule For Parent** developed by Mukherjee and Shingnapure(2006) was divided systematically to include various dimensions as aspects of the study, the questions were incorporated logically and language used was very simple and meaningful. The method of data collection was interviewing of the subjects of the study. The researcher personally contacted and interviewed the family members. Short observation schedule was initialized to include pertinent observation of the researcher about the community, which the family belongs to.

Statistical Analysis-

The present research qualitative and descriptive analysis is used in different items in variables treatment. After the collection of data, they were codified, edited and tabulated for the preparation of the tables, the independent and dependent variable were determined.

RESULT & DISCUSSION

Mental retardation is a condition that not only has medical, educational and psychological implications, but has a major impact on the social system in any given community. We all know that mental retardation since ages was perceived differently by different communities ranging from calling them as “devil and evil spirit to good luck and God man incarnation.” It varies from culture to culture and also among persons with mental retardation. Because of their deviant behavior, they are at great risk of being devalued by the society, their low mental and physical capabilities fall below the expectation levels of society.

In our society considerable amount of ignorance and indifferent outlook exist regarding the concept of mental retardation. This is largely due to lack of or non-availability of proper information and guidance with regard to the causes, prevention, detection, management and facilities available for persons with mental retardation. Lack of awareness results in misconception, parents blaming themselves considering it as their karma, seeking the help of religious people, faith healers, going from doctor to doctor or looking for a magical cure for their mentally retarded is very common. There has been a lot of misconception and wrong practices seen across the society, no differentiation was made between mental illness and mental retardation as a result mentally retarded person have to suffer lot of ill-treatment in the society. Currently these two conditions have been recognized as separate entities.

The data for the study thus collected were processed, analyzed and interpreted with appropriate statistical methods for drawing the relevant inferences. The findings of the study are mainly drawn from the direct response of the respondents selected for the study.

- i. A majority i.e. 30.4 percent of the respondents were in the age group of 42-47 years with the median age 44.5.
- ii. Maximum number of respondents i.e. 22.08 percent their monthly income was between Rs. 8001-11000.
- iii. 94.5 percent respondents were literate.
- iv. Majority of respondents 22.3 percent have studied up to Graduation level.
- v. More than 52.9 percent of respondents were engaged in service (Government and private sector)

Majority of the respondents that is 71.6 percent have number of children between 0-3 in urban area but more than 4-5 in rural areas

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Feel their daily routine as well as their every aspect of life affected due to the presence of their disabled child

Daily routine		Presence of mentally retarded child			total
		Always	sometime	never	
Always	Count	62	24	2	88
	Expected count	34.5	44.0	9.5	88.0
Sometime	Count	28	85	12	125
	Expected count	49.0	62.5	13.5	125.0
Never	Count	4	11	12	27
	Expected count	10.6	13.5	2.9	27.0
Total	Count	94	120	26	240
	Expected count	94.0	120.0	26.0	240.0

Chi-square test: 86.99; df = 4; contingency of coefficient = .516

The universal role of families is to nurture the young child. The families provide for the child's physical needs and foster the development of an integrated person capable of living in society and transmitting culture. Families with special needs face a number of obstacles in the efforts to help their handicapped child to get into society and to obtain needed resources. Thus the relationship between a retarded child and his family is not only more complex and ambivalent than the ordinary one but more intense and prolonged. (Manju Biswas1980) because the dependence of these children upon the family for the satisfaction of his needs is for lifetime.

Research in India has indicated that inability to perform social and household work satisfactorily in the family, interpersonal conflicts either between parents and other children, additional responsibilities, marital disharmony and social isolation were major inhibitors to effective coping (Moudgil, Kumar and Sharma 1985, Jain and Satyarthi 1969, Narayan 1979)

Holt (1957) studied two hundred and seven families with a subnormal child living at home in Sheffield found that 19 percent of mothers were exhausted by the physical work and emotional stress involved. Fathers were said to suffer to a lesser degree but marriages were strained by parental quarreling. Studies have mainly concentrated on time use among parents of children with disability and exclusively focused on direct child care activities. (Mcconachie1989, Stoneman Brody and Abrott 1983, Smith 1986). Although direct child care is certainly of great importance there has been little study of other categories of time use by fathers or children with disability.

Studies of families with a mentally handicapped indicate that when parents were not stressed the siblings were adapting well. Nevertheless, the adolescent normal sibling is reportedly at increased risk for stress. The risk is related to the burden of care on the family of raising a mentally retarded child (Grossman1972, Gath1974, Ruseman1981).

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Fowle 1968 stated that resentment of added child care responsibility has been cited as a cause of tension between mothers and non-handicapped daughters.

Sometimes associated conditions of mentally retarded children also possess problem in caretaking. Some of the caretaking responsibilities varied depending on needs attributed to factors unrelated to an intellectual disability. Health concerns can impact on stress experienced by the parents. (Beckman 1983, Singer and Irvin, 1989)

A number of studies highlight that parents direct more than usual attention towards disabled children at the expense of time of their other children. (Begun 1989, Shulman 1988)

Erickson Upshur (1989) conducted an exploratory study to see the difference between mothers of children with disability and without disability in their perception regarding child care taking and satisfaction with social support. The reports suggested that significant difference is seen in child caretaking, difficulty of feeding, bathing and dressing, caretaking time. Second finding was that fathers of infants with disability did not perform more caretaking tasks, than did fathers of infants without disability. Mothers of infants without disability were significantly less satisfied than mothers of infants with Disability”

The presence of disabled child restricts many families abilities to take part in everyday activities particularly out with their homes (Gath and Gumley 1987, Howlin 1988, Frank Tatum and Tucker 1999).

The child with mentally retarded often imposes social restriction on the family (McAndrew 1976, Roas 1977, Wickler 1981).

The presence of the child with disability may also curtail the recreation needs of the family (Dunlop and Hollingsworth 1977, Lonsdale 1978).

Sethi and Sitholey (1986) reported parental burden in the form of interfaces in their family routine or leisure and recreation which even resulted in social, marital, familial and emotional problems in the home setting of individual with mental handicap.

Many professional referred to the strain on parents of caring for a disabled child as causing pressure, tiredness and frustration. In extreme situations this would lead to separation or divorce. One professional claimed family has split up due to continued strain and another said we often witness a breakdown in marriage.

Faber (1968) presents evidence of the adverse effect of mentally retarded child on marital integration, social activities, job promotion family roles and sibling occupational expectation.

In the following table the researcher has taken two variables for analysis both of them reveals the impact on family due to the presence of mentally handicapped child first variable is how the daily routine of family affected due their disabled child options are always, sometime and never and second variable is due to the child's presence parents feel that every aspect of their life has

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been effected (career, health, marital, harmony, privacy, etc.) options are always, sometimes and never.

The above table depicts that 52 percent of respondents feel sometimes their daily routine has been affected due to the presence of their child, out of which 35.4 percent of respondent sometime realize that their life has been affected though not every aspect but some of the aspects like health, privacy, care taking etc. 11.6 percent feels that every aspect of their life has been affected due to the presence of their child.

5 percents never felt that anyway their life has been affected due to their child's presence they feel that even with the non disabled child they would have faced same problem because parenting is not easy job it requires patience, tolerance, understanding etc. to deal with them.

Next major category is 36.6 percent of respondents complained that they always feel that they are overburden due to their disabled child limiting their ability to engage in other activities of family, out of which 25.8 percent always full that their life has been affected because it is natural for parents to invest a great deal of time and energy into the child whose needs are more significant. Many a times mother has to sacrifice her promising career due to her disabled child, tired and frustrated fear of future make her vulnerable to health problems. In the last category 11.2 percent respondents never felt that anyway their daily routine has been hampered due to the presence of their child it may be due to mild and borderline mentally retarded children and even moderate child without behavior problems get well adjusted with their daily routine if they are properly trained. Out of which 5 percent never feel that this children are burden to them. On the contrary 4.5 percent always faced problem in their life feel burden to carry their responsibility 1.6 percent sometimes feels some aspect of their life has been affected

1. Further statistical analysis of the above table reveals that chi.sq. is 86.9, df is 4 , cc. is .516 and probability; **which shows that greater the care taking responsibilities of the child in day to day life for parents higher the feeling of the burden and their life seems to be affected.**
2. **Suggestion:** 1. All families have strength and capacities that constitute resources which could be used to meet the need of others. The main theme calls our attention to the strengths of special needs families rather than counting the deficits. It is the best way of empowering special needs families.
3. People who believe that they can control what happens to them in life are not likely to persist inspite of the difficulties and may be less likely to be affected by stress.
4. Social support or self help groups have been increasingly popular forms of family support among families who have children with disabilities.

Support groups may be organized by professionals (social worker) or may arise informally through association among family members. Family members who meet other parents in similar situations have opportunities to make comparison with other children and to share experiences

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with parents and professional. These support groups may help to achieve a mastery or control over the situation.

Parents Feel Their Parenthood Negative and They Are Different Parent with the Presence of Mental Retarded Child

Feel Different		Parenthood negative			Total
		Very much	More or less	Nat at all	
Always	Count	8	10	0	18
	Expected count	2.9	8.2	6.9	18.0
	% within feel as different parent	44.4%	55.6%	.0%	100.0%
Sometime	Count	28	75	19	122
	Expected count	19.8	55.4	46.8	122.0
	% within feel as different parent	23.0%	61.5%	15.6%	100.0%
Not at all	Count	3	24	73	100
	Expected count	16.3	45.4	38.3	100.0
	% within feel as different parent	3.0%	24.0%	73.0%	100.0%
total	Count	39	109	92	240
	Expected count	39.0	109.0	92.0	240.0
	% within feel as different parents	16.3%	45.4%	38.3%	100.0%

Chi-Square test: Chi-square = 95.151; df= 4; Contingency Coefficient = .533

The parent of mentally handicapped child feels that the handicapped child is the living grave of their hope for a normal baby. (Goldie 1966) It is as if the child they knew had died and a strange child had been left in his place. Sometimes parents blame themselves for the disability. They feel it is a result of something they did or did not do or they feel they should have recognized the problem sooner. (Alvin Eden MD). Society views the parenthood positively but it views parenthood of a handicapped child negatively. (Zuk, 1962) The stigma of the handicapped

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person is one of shame and inferiority. (Wright, 1960) which marks the person as tainted and discounted. For many handicapped individuals and their families the most devastating consequence of being handicapped are often not the direct physical or mental results of impairment itself, but rather the attitudes and reactions of those in the society who are not handicapped

Mostly the parents of children with mental retardation are subject to stigma. Most communities or neighborhood members are not exposed to or educated about individuals with mental retardation (Kazak and Wilcox 1984). Further, the general public has low tolerance for behavior outside of the norm. Families of children with mental retardation are often sensitive to drawing negative attention to their families in public places. (Moudgil et al, 1985) found that because of mentally retarded child in the family parents feel depressed most of the time, worry about getting their children admitted to school, have to pay more attention to retarded child, and their marital harmony and relations with their family member are disturbed. The social image of the parents is also affected. Several theoretical formulations about parenting. (Belsky, 1984, Cohen & Weissman 1984 Wahler and Dumas 1986) concur that the marital relation is an important contextual factor that effect the parenting experience.

Parents who report a positive family experience also report a positive view of their child with a disability. They focus on their child's strengths, not on their limitations. They recognize their potential for growth and encourage his or her development. One study found that family coping well with a special needs child maintain a positive attitude have realistic expectations of their child and are less preoccupied with negative thoughts.(Yau&LiTsang, 1999). At the same time however several theorists (Benson &Gross 1989, Byrne& Cunningham 1985, Crnic, Friedrich& Greenberg 1983) stress the importance of individual adaptation, and speculate that great variability in adjustment occurs for individual families based in part on both the functions of child and competencies and resources the parents bring to their role as caretaker.

ANALYSIS OF TABLE

The above table indicates that majority of the respondents (75) 61.5% sometimes feel that they are different parent due to the presence of their handicapped child and also expressed more or less they think that parenthood of handicapped child as negative. Next majority of respondents (73) 73% neither feel that they are different parent nor they think that their parenthood as negative. They hold positive feelings as they are aware and conscious parents and never view parenthood as negative. Next category of respondents (55.6%) always report that they are different parent and with their handicapped child they view more or less their parenthood negative. The table further reveals the fact that (8) 44.4% of respondents experienced that while moving in the society they have the deep feeling that they are different due to their child and very much view their parenthood as negative. On the contrary only 24% respondents said that they not at all think they are different from others but sometimes more or less down with negative feeling as parent. 23% respondents sometimes feel different parent but never view their parenthood negative.

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The analysis of above table depicts the fact that most of the parents seems to have accepted the disability in general and their child's condition in particular and reported that they don't feel different parent due to their child because of this positive feeling they don't view their parenthood negative.

Certain factors such as illness, death, poverty, marriage problems and disability can all affect the development of such a positive relation between parents and children. Pregnancy, a period also named as 'expecting', coincides with the expectancy of a healthy baby. Therefore, the experience of having a disabled baby yields the parental loss of the imagined 'normal' child and the subsequent struggles to establish a new set of expectations, feelings and way of life (Weisner et al., 1991). Different writers have expressed the nature of parenting to become 'hardship' (McConachie, 1991), 'uncertain future' (Stallard and Dickinson, 1994), and frequently experienced feelings to be pain, shame, guilt, pity, anger, revulsion, disappointment, frustration and many more to come over the years (Akkök, 1994, Mittler, 1994; Sinason, 1993; Weisner et al., 1991). Stressing the importance of searching for benefits in rearing such children will become a valuable resource both for fieldworkers and parents in the long run (Clayton et al., 1995).

SUGGESTIONS With times families can move past merely accepting their situation and begin to appreciate its positive aspects (SANDLER & Mistretta) when they share the positives with other families they can strengthen and encourage themselves and others. Many parents see this child as a divine son or daughter of god and feel it a blessings to be entrusted with a special needs child (Olson, Dollahite & White 2002) .

Parents feel to commit suicide and feel about others attitude towards their child

Committing suicide		Worried about others			Total
		Very much	To some extent	Not at all	
Frequently	Count	6	2	0	8
	Expected count	3.2	4.1	.7	8.0
Occasionally	Count	26	11	1	38
	Expected count	15.0	19.6	3.3	38.0
Never	Count	63	111	20	194
	Expected count	76.8	100.2	17.0	194.0
total	Count	95	124	21	240
	Expected count	95.0	124.0	21.0	240.0

Chi-square test = 21.91; df = 4; coefficient of contingency = .289

Today's parents face a world of challenges with everything from keeping themselves healthy and happy to providing their children a safe environment that fosters the physical and emotional and social growth of their children in today's society. Sometimes the everyday demand of life seems too great to overcome and families will experience stress and or crisis as they try to survive. And

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having a child with disability can drive families apart or into a state of chronic stress where parents may feel to commit suicide in rage of disappointment (by C. Amber Havens) .

Wolf et al 1989 suggested that there are many potentially threatening events and life circumstances that arise in the family due to the child's disability.

Suicide is from Sui (casdere to kill oneself.) Suicide can also refer to an individual who has killed him or herself. Suicide may have psychological origins such as the difficulty of coping with depression or other mental disorder. It may also stem from social and cultural pressures. Depression however is a common phenomenon amongst those who commit suicide. (Encyclopedia of Mental health) Individual under these stress become anxious and depressed and then usually in reaction to a particular crisis they attempt to harm themselves.

Retarded people live in an atmosphere created by the attitudes held by the people and professionals they come in contact with an addition to those of their families.

By and large all the sections of society will not accept these persons into the mainstream. Especially in a developing country like India, many misconceptions and wrong practices are due to their negative attitude lack of understanding and lack of encouragement. Families who have a member with a disability have long been objects of pity.

Society on a whole tends to view the presence of a child with a disability as an unutterable tragedy from which the family may never recover. Thus according to Goffman (1961) these stereotypes reflect societal attitudes about the negative and valueless aspects of individuals with disabilities, Therefore, stereotypes from the literature that have impacted intervention strategies have likely reflected societal values (Summers et al, 1989). An underlying assumption among professionals that "children without disability are a burden easy to raise and children with disability are a burden (Turnbull and Turnbull, 1986) further reflect this perceptions. These professionals have learned how to deal with crisis but not how to deal with crisis but not how to deal with coping in families of children with disability (Long and Bond, 1984, Summers et al 1989, Trute and Hauch, 1988).

The biases have inherently caused stress to families due to interactions shaped by these negative attitudes (Summers et al, 1989). Therefore, distress is not always produced by the child with a disability but may emanate from societal perceptions (Bronfenbenner, 1979.)

In the following table the investigator has taken two variables first parents thought of committing suicide in which options are frequently, occasionally and never and second variable is parents are worried about others attitude towards their disabled children which is categorized as very much, to some extent, not at all.

The above table clearly indicates that 80.83 percent of respondents never felt to commit suicide because of their child which reveals that parents don't feel this problem as serious or fatal to take such as drastic step like committing suicide because they have faith and believe that sooner or

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later the child would start functioning normally this because of excessive hopelessness of their child's condition out of which 46.23 percent were worried to some extent about the attitudes of other 26.2 percent very much worried about others attitude only 0.8 percent not at all worried.

In the next major category comes 15.8 percent respondent who occasionally felt to commit suicide here the investigator observed that the child's disability is not directly affected the parents but the circumstances which occurred due to child's disability like financial burden, father deserted the family due to child's disability, marital unhappiness, societies attitudes etc. Out of which 10.8 percent are very much worried about others attitude, 4.5 percent to some extent get worried.

These parents are worried about others attitude because friends and family members may not understand the special needs of a child with mental retardation and thus may not be able to provide any support, another problem which these parents face is interference and over involvement of neighbors and relatives who gives suggestion to parents of managing the child with mental retardation and other systematic training leave parents often very confused. In the last category only 3.3 percent which is very nominal percent of respondents felt to commit suicide which indicates that in some cases due to severity of disabled child, parents feel sensitive to drawing negative attention to their families in public places, burden of carrying daily routine of these children very tiresome or mothers being blamed for this child's condition and foremost is the fear of future of this child. Out of which 2.5% feel worried about others attitude, 0.8% to some extent are worried about other attitude towards their children.

These studies have indicated that families have tremendous resiliency and can mobilize resources to cope with their particular challenges.

The statistical data shows the significant relationship between the two variables chi-sq.is 21.91, df is 4 and c.c is .289 prob. 9.48.

It is to be suggested that family centered practice is more helpful than child centered intervention. Family involvement in the treatment and education process leads to a greater sense of empowerment and family satisfaction. Family wants to be part of treatment and evaluation. All of these strategies that work with families will require extensive field training for community based practitioners. Suicide prevention counseling in valuable tool for public health, A wide variety of health professionals including social workers can be taught to help people with suicide prevention counseling techniques. These services can be provided in wide variety of places and settings.

CONCLUSION

Children and family for last 21 years I learned that not always it is the child's disability that disintegrates family but as parent react to the problem.

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Parents find it difficult to face mostly negative attitude of society and stigma attached to it. This existing negative attitude of parents as they are plagued with feeling of pessimism, hostility and shame inspired me to select this topic to know and examine their reasons. There is need to understand various issues concerning mentally retarded children and their families at various levels to ensure sustainable, equitable and development of children with mentally handicapped from social work point of view. Besides this, the present study can develop certain theoretical structures in Social Sciences especially related to disability field, social work education and rehabilitation sciences.

Findings of the proposed study are of great value to Universities, Govt. of India, Govt. of state of Maharashtra and Chhattisgarh and other agencies. The researcher believes that the present study can contribute towards theory building in social work as well as development of methods of social work skills and attitudes.

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Effect of Differential Reinforcements on Reducing Problematic Behaviours among Children with Intellectual Disability in the Classrooms

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ABSTRACT

A structured behaviour modification programme relatively improves the various skill behaviours among children with intellectual disabilities as well as decreases the problematic behaviours, when it is used in a systematic way in school classrooms. Present study represents the effect of systematic representation of differential reinforcements to decrease the problematic behaviours among the children with intellectual disabilities. The main objective of the present study was to study the effect of differential reinforcements in decreasing problematic behaviours among children with intellectual disability. This study was conducted on the sample of twenty students, selected from the Regional Institute for Mentally Handicapped Chandigarh, with informed consent of parents with pre selected inclusion and exclusion criteria and randomly assigned to the two groups. Experimental group was treated by the experimenter with intervention package after pre test up to 60 sessions and control group was remained untreated. After the treatment and analysis, experimenter found that students of experimental group who treated with the treatment package have significant decrease in problematic behaviours with t value 8.450, in comparison to control group.

Keywords: *Differential Reinforcements, Reducing Problematic Behaviours, Children, Intellectual Disability, Classrooms.*

In classroom situations, there are many behaviors that a school psychologist or teacher may wish to increase. For example, he or she may wish to increase reading and math fluency. In managing the classroom, he or she may wish to increase appropriate responding and on task behaviors. In order to increase targeted behaviors, effective reinforcers commonly need to be identified. (Ivancic, 2000; Sulzer-Azaroff & Mayer, 1986). There is a great deal of literature supporting the

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effect of positive reinforcement on increasing academic skills. It has been demonstrated that contingent reward and instruction both work to increase the number of words correctly read per minute (Noell, Freeland, Witt, & Gansle, 2001; Noell et al., 1998). Rewards in the form of praise and tokens have been shown to be an important part of some effective interventions such as classwide peer tutoring (Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Greenwood, Arreaga-Mayer, Utley, Gavin, & Terry, 2001). Home-based reinforcement of school behavior has been effectively used to increase a variety of appropriate behaviors and decrease a host of inappropriate behaviors (Atkeson & Forehand, 1979; Barth, 1979). In addition, a review of the differential reinforcement literature supports the effectiveness of these reinforcement procedures when used in classrooms (Sulzer-Azaroff & Mayer, 1986).

The study “Reducing self-stimulatory stereotyped body rocking of a retarded boy by differential reinforcement technique and environmental manipulation” by Nanda. B. (1999) examined the effectiveness of differential reinforcement of lower rates of human techniques (DRA) and environment manipulation on 4 years old retarded child’s self-stimulatory stereotyped body-rocking behavior. The results indicated that the above mentioned techniques were effective as the frequency of rocking behavior reduced from 35 to 5 at the end of the treatment.

The use of differential reinforcement is recommended in early intervention (EI) programs because children in EI often do not acquire skills in the absence of motivational procedures (Karsten & Carr, 2009; Leaf & McEachin, 1999; Lovaas, 2003). In addition, prompting procedures may be necessary initially, because children who require EI may not have extensive skill repertoires that could be exposed to differential reinforcement.

A study conducted by Ringdahl et al. (2002), utilized a differential-reinforcement-based treatment package for the reduction of problem behaviors during an instructional setting with an 8-year old girl diagnosed with autism functioning in the moderate range of mental retardation. Researchers found DRA without instructional fading resulted in an initial increase in problem behavior, but it decreased across sessions.

Several variables may influence the effectiveness of differential reinforcement. For example, baseline levels of responding may provide information regarding whether to apply differential reinforcement for independent responding from the onset of treatment or fade reinforcement for prompted responses over time. If the participant engages in some level of correct responding during baseline, differential reinforcement could be implemented for independent responses immediately during learning trials. However, if the participant displays no correct responding during baseline, the therapist could fade reinforcement for prompted responses once the child engages in some level of correct independent responding. Applying differential reinforcement too early in treatment may prematurely extinguish correct prompted responding. Only one of the studies we reviewed included a baseline. Thus, it is difficult to determine whether the

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effectiveness of differential reinforcement (or lack thereof) may be explained by baseline responding; this is an important topic of future research.

An additional variable that may influence the effectiveness of differential reinforcement is prior exposure to non differential reinforcement. Hausman, Kahng, and Ingvarsson (in press) and Olenick and Pear (1980) incorporated a phase of no differential reinforcement prior to evaluating differential reinforcement with the same target stimuli. It remains unclear whether the extended exposure to nondifferential reinforcement slowed acquisition of the target skills in these evaluations. Errorless learning (e.g., prompt delay), in which no differential reinforcement is provided prior to differential reinforcement (e.g., in one or two sessions of a 0-s prompt delay), is the most common prompting procedure used in EI programs (Love, Carr, Almason, & Petursdottir, 2009). Therefore, EI programs may use no differential reinforcement in the initial portion of treatment but to a lesser extent than the aforementioned studies. Additional research evaluating differential reinforcement under conditions more closely approximating procedures used in EI programs is needed to determine the extent to which the results would be similar to those in the studies we reviewed.

Future studies are needed to address gaps in the literature regarding best practices for the use of differential reinforcement. Until additional research on differential reinforcement is conducted, clinicians may struggle to identify how best to incorporate differential reinforcement into acquisition-based programs in clinical practice.

METHOD

Present study is a cross sectional experimental study, intended to see the effect of structured behaviour modification programme on reducing problematic behaviours. Study was aimed to see the effect of structured behaviour modification program by using differential reinforcements on reducing problem behaviours among children with intellectual Disability. In the present study it is hypothesized that there is no significant effect of Differential Reinforcements on reducing problem behaviours among children with ID.

To conduct the present study participants were selected from the Regional Institute for mentally handicapped (RIMH) with the informed consent of administrator and parents. In the present study researcher had selected the 60 students from the RIMH with pre determined inclusion and exclusion criteria, purposively and observe them for as participant observer for 15 days regularly. In the result of observation researcher found the 49 students having severe behaviour problems. Researcher had made a list of these students and created a random table through statistical package for the selection of the samples for the present study. Out these 49 students 20 students had been selected for the present study and randomly assigned to two different groups, as experimental group and control group. In the sampling process researcher had selected the students who are diagnosed as intellectually disabled under the ICD 10, DCR criteria having IQ

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range- 35 to 49 between the ages of 15 to 18 years with both genders. Although co morbid conditions of intellectual disability and non consenting students excluded from the study.

Instrument and material

In the present study researcher had used the Behavioural Assessment Scale for Indian Children (BASIC –MR) Part – B as tool for data collection. This tool is developed by Dr. R. Peshawaria and S. Venkateshan et’ all in 1992. It is a tool validated in Indian context and reliable to assess the needs of students with intellectual disability. This tool has two parts, A and B. Part A deals with the skill behavioural assessment and Part B deals with the Problem Behavioural assessment. In this tool there are 75 items under different domains to measure the problem behaviours of students with intellectual disability. Scoring pattern is 0, 1, 2 to rate the behaviour. This tool can be used by the special educators, parents and care takers by using direct observation of the child or by interviewing the teachers or parents who are directly linked with student.

In the present study researcher had developed an individualized structured behaviour modification package (SBMP) to give intervention to the samples of experimental group. In this package researcher had defined the reward preferences of the samples at initial stage and determined the priority level of samples for reward. In the package researcher also defined token rewards to teach the students differentiation between the skill behaviours and problem behaviours. In this package researcher had counsel the parents, care takers and teachers to follow the instructions of researcher strictly.

To conduct the present study researcher had assessed to both the groups on BASIC(-MR) Part B to find the behaviours with high frequency of occurrence through observation and interview of parents and teachers. Researcher had selected the behaviours having 2 scoring on the tool and total scores had been taken as the pre test scores excluding score , 0 and 1. Then researcher had selected the five common problem behaviours for each sample and ABC analysis was done to find the causes of the problem behaviours. Researcher had developed an individualized SBMP (Differential Reinforcements) for each child according to their ABC analysis. This package was implemented during the routine class room activities up to 60 sessions regularly, five days weekly. After the 60 sessions researcher had done the re – observation of samples for change in targeted behaviours.

RESULTS AND DISCUSSION

Table 1: Comparisons of Pre and Post-test mean Scores on BASIC- MR Part B of the Subjects who received intervention (Experimental Group) – Results of Paired T-Test:

Domain		N	Mean	Std. Deviation	t-value, df & p-value
Experimental Group	Pre test	10	13.20	1.54	t'=11.857, df=9, p<0.01
	Post test	10	4.20	1.52	

Table 1: indicate the pre test post test mean scores of the experimental group. It is clear from the above table that pre test mean scores is 13.20 and standard deviation is 1.54 and post test mean scores is 4.20 and standard deviation is 1.52. Difference between pre test and post test mean score is 9.00, which indicates that there is a decrease in problem behaviours among students with ID in classroom. However to see whether there is any significant difference in the mean scores Paired – sample t test was conducted.

In the above table calculated value of t is 11.857, whereas table value is 3.25 at 1 % level of significance ($P<0.01$). Hence null hypothesis is rejected at 0.01 level. So it is concluded that SBMP significantly decrease the problem behaviours among students with ID in classroom settings.

Table 2: Comparisons of Post-test mean Scores on BASIC-MR Part B of the Subjects of both the Groups. (Between the Groups) – Results of Paired T-Test:

Domain		N	Mean	Std. Deviation	t-value, df & p-value
Between the Groups	Pre test	10	9.30	1.41	t'=8.450, df=9, p<0.01
	Post test	10	4.90	1.52	

Table2: indicate the post test mean scores of the experimental group and control group. It is clear from the above table that pre test mean scores is 9.30 and standard deviation is 1.41 and post test mean scores is 4.90 and standard deviation is 1.52. Difference between pre test and post test mean score is 4.40, which indicates that there is a difference in problem behaviours among students with ID in classroom of both the groups. It also indicate that calculated value of t is 8.450, whereas table value is 3.25 at 1 % level of significance ($P<0.01$). Hence null hypothesis is rejected at 0.01 level. So it is concluded that there is a significant difference in the score of problem behaviours among both the groups.

This study had examined the appropriateness of the SBMP (Differential Reinforcements) in decreasing the problem behaviours among students with ID in classrooms. In relation to the PB of students with ID, our study provides insight for how to decrease the PB. Although

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effectiveness of the SBMP (Differential Reinforcements) depends on the prior exposure to the non differential reinforcements (Hausman, Kahng, and Ingvarsson (in press) and Olenick and Pear 1980), but it improve the skill behaviours and decrease the problem behaviours.

Similar to previous studies (Ringdahl et al. 2002), this study also supports that SBMP (Differential Reinforcements) very helpful in decrease the problem behaviours among students with intellectual disabilities in the classroom setting.

STUDY LIMITATION

Present study is a study on small samples with some specific limitations. In the present study pre test is based on the observation of students and interview of the care takers, parents and teachers, hence the reliability of data may effected by the biases. Although there health issues of samples, absence of samples from intervention and following the routines and instructions of the researcher by care takers, parents and teachers may intervene the overall Impact of intervention.

CONCLUSION

Despite of the above limitations this study has important practical implications in classroom settings to reduce the problematic behaviours among students with intellectual disability. Practically, the findings of the study may help the professionals to develop the SBMP for students with intellectual disability and to use the differential reinforcements in reducing problem behaviours among students with intellectual disability. Further, more research is needed to better understand the variable degree and depth of familiarity.

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Undeclared Social Bracketing Of Ex-Soldiers: A Potential Bottleneck for Their Successful Transition

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ABSTRACT

The ex-soldier, henceforth will be referred as ex throughout this paper, is someone who had retired from active defence service with pension from defence fund. The purpose of the study is to explore and explain the imperceptible humiliation (Undeclared Social Bracketing) ex-soldiers face in the course of their transition period and after that. The complex social set-up of the Indian civilization is passing through a technology modulated collective revolution; soldier cannot remain aloof. The soldier when in active service enjoy the highest regard in the society, but once he hangs up his uniform, he faces awkward situation. It is not easy for him to re-assimilate with the society which he left long ago. The transition from military life to civilian life is tricky issue for him. Surprisingly, the issue is not yet considered worthy of studying. I tried to highlight the finer points of the predicament the ex faces in the second innings of his life. Various rehabilitation and resettlement policies run by state as well as central governments too are on back foot at this front. The cause behind the situation is the goody-goody mindset and judgmental attitude of the members of the society. The author also tried to suggest some from the horse's mouth simple solutions. However, constructive suggestions, views, reviews on the subject are warmly solicited.

Keywords: *Ex-soldier (ex), Social Bracketing, Imperceptible, Transition, Judgmental, Military life.*

Rationale for choosing this topic

There are several reasons for choosing this topic few of them are appended below:

1. This topic is closely related to my doctorate topic i.e. “*General wellbeing, adjustment and achievements in civil life vis-à-vis personal resources and demands of non-commissioned officers of army ex-servicemen*”.
2. To create awareness and sensitizes the general populace and policy makers regarding the issue.

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3. This is a conceptual paper highlighting the discriminatory stigma these erstwhile soldiers have to face from the very persons whom once they protected.
4. Ex soldiers have little voice in saying because they are considered as dead vote bank by politicians. It is a small yet significant attempt to take up issue so that it reaches to highest level.
5. Being an honest and disciplined lot these soldiers find it difficult to cope up with bits and bits of civil society,
6. The intellectuals & academicians need to be made aware of their plight because through this platform only who's who of society emerges.

INTRODUCTION

The profession of soldier is older than oldest scripture, culture and any other written record available on earth. Soldier, the social protagonist always remained a idolized entity for the adrenaline brimmed youth, a fascinating savior in the tales for the kids, an endless wait for the newlywed damsel, focal point of folklores, protector of freedom, all weather rescuer and of course a perfect bridegroom². The word *soldier* is derived from English word '*soudeour*', meaning mercenary, from '*soudee*', meaning shilling's worth or wage. The word is also related to the Medieval Latin '*soldarius*', meaning soldier (literally, "one having pay"). The earliest known written reference to the role of soldier in India can be found in oldest scriptures i.e. Vedas. Even before the advent of agricultural practices took root in the Indus River Valley, one of the world's earliest urban civilizations (circa, 3300 BC) the soldier was most important component of the travelling tribes. Around 1000 – 500 BC, two ancient Indian epics were written, the Ramayana and the Mahabharata. Both epics are centered on the wars and conflicts between the various kingdoms and various tribes (ancientmilitary.com). The soldier used to be fundamental, intelligent fighting machine that decided the fate of ancient kingdoms. The settled agricultural practices demanded an organized pool of soldiers to protect their produce from uncalled-for human and animal invaders. Human history is incomplete without the mention of role of a soldier. The soldier remained one of the most potent modules of sustaining peace in real as well as perceived terms of the society till date. This unit of society provided psychological as well as physical sense of supremacy with inflated confidence. The mere physical presence of a soldier is known to infuse a positive push to the internal motivational element. The erstwhile soldier was unparalleled protagonist for the contemporary society worthy of emulating. The rousing community welcome one use to get on returning is the thing of the past now-a-days, courtesy the ugly hood of unabated consumerism coupled with declining value system of the society. The same central character when hangs up uniform, simultaneously loosing the patina of glorious active service, is re-christened as *Ex-serviceman* or *Ex-soldier*. The same bunch of people who waited anxiously for his arrival on leave, offered bear hugs, showered praises on him, carefully

² In olden days the principal selection criterion for the potential bridegroom was physical deformity free body. And soldier was an epitome of physical fitness because it is well known fact that selection in defense services is the best certificate of the trait. Now, the selection paradigm has gone sea change.

listened from him interesting anecdotes, company him in lively get-togethers etc. reverse their role as and when he retires and engage in *Undeclared Socially Bracketing* him.

Objectives

1. To explore and explain the imperceptible humiliation (*Undeclared Social Bracketing*) ex-soldiers face in their transition.
2. To look at all possible austere solutions to the predicament of the *ex*.

‘How’ and ‘What’ of Social Bracketing

Social profiling or bracketing a term particularly reserved for the companies collecting, accumulating and analyzing online data in respect of a probable employee. These companies, by various advanced technological tools, collect online data about their customers and prospects and transform that data into sophisticated, social profiles that give them insight into both current and future behavior (Dominic Basulto, 2012). It has been argued by advocates of social bracketing that it strengthens predictive modeling and empowers text analytics by providing user based context which is handy in tailored products, higher customer satisfaction-cum-retention etc. However, social bracketing in respect of ex-soldiers is not a so sweet pudding rather a grey shade. It's not a new phenomenon but as old as soldier as profession. Social bracketing of ex-soldiers in a negative shade is a pan-India affair. The aggregate of derogatory behavioural outcomes such as calling names, linking present activities with the past, isolating on community occasions, disregarding socially productive-cum-assenting behaviour as hangover of the past, is roughly termed as social bracketing. Name calling tends to resonate in the mind of the victim for very long period. A type of discriminatory behaviour for which the gullible – in context of changed social milieu – ‘*ex*’ pays the price in terms of faulty adjustment. They are being treated [rather maltreated] differently because of their past profession, perhaps only profession having opposite social connotations while in service and out of service. The out-of-service *half mind* fellow while in-service enjoyed considerable social regard which has now metamorphosed into an exclusive class unto themselves. This lot (ex-soldiers) who exhausted their golden years of life separated from their loved ones in wild ravines, treacherous mountains, scorching desert sun, bone chilling sub-zero temperatures, extremely humid and leaches infected roller blind forests, deadly sludgy terrain while under constant threat of being hit by burst of dreaded gunshots needs to be made comfortable, counseled, re-skilled and refitted in the system that has gone sea change since they left, so that they can adjust to the environment while simultaneously fruitfully enjoy the twilight years of their life. This will be a great service to the veterans who served with passion and without any fuss. The flip side, of course, is that they face incalculable loss to their internal motivational component which further alienates them from successful re-bonding. Social bracketing denies access to intricate affairs of the complicated social apparatus. It results in collateral failure on the part of the actor to understand the subtle functioning of the system. Interpolation of past with present by secondary variables is a psychological barrier ensuing stretched painful experiences. By certain estimates more than 93% *ex* faced some or other type of humiliating situations during their adjusting phase and even later. The fear of stigmatization by

Undeclared Social Bracketing Of Ex-Soldiers: A Potential Bottleneck for Their Successful Transition

way of social profiling forces the *ex* to withhold the information about his past profession. Evidently, entry into a random system from well laid out controlled and predictable system where behavioural events are easy to envisage, demands intense and immediate re-negotiation of whole cognitive configuration. Not a cake walk. For to achieve a successful transition all concerned components need to collaborate in a synergized fashion deeming *ex* as the focal point. The *ex* faces bumpy paradox such as, if he behaves according to contemporary social paradigms; he behaved so because he is a *fauji* and if he behaves otherwise he is a *fauji* with brain in the knees (a brainless fellow). If he attends a social event with punctuality he is a *fauji* and if he adapts to civil system (joining an event from 2 to 4 hrs behind schedule time) he will again be *fauji*. He has to tread a thin line of multifaceted social system where he is deemed a well mannered extra ordinary useful fellow unless his past is discovered. The moment, his past is unpacked his colleagues' perceptual outcome is significantly changed. Suddenly, the strong interpersonal behavioural relations vis-à-vis *ex* takes u-turn. The phenomenon called role reversal dominates the behavioural landscape. Interestingly, on account of the availability of inconsequential bit of information, the total behavioural environment changes drastically.

Every action of his is watched carefully, his dressing style is a evergreen topic of debate, what caller tone his mobile sing, the type and colour of his shoes, the way he drives, the type of food he eats, the language he speaks, the books he reads, the places he visits, the way he shops, the way he treat street baggers etc. If he brushes his teeth twice a day, he is half minded. If he uses spoon he is alien. If he switches off not-in-use electric/electronic appliances he deserves to be resend. If he advices children he is old rut who need to be avoided at all times. If he rightfully and judiciously bargains he is miserable as well as careless and selfish fellow without any regard for the poor vendor. It is another matter that the vendor owns sparkling SUV with heavy golden chain around his neck.

Drinks and non-vegetarian food are regarded as social hallmark of the *ex*. If you are an *ex* you must be certainly in possession of a stuff called *XXX RUM* and *Scotch*, an approach of the general populace. You will be molycoddled till you greet your guests (including strangers) with glasses full. A seldom polite '*NO*' means you must be fully prepared to accept so many unusual names coupled with flight of so many erstwhile [supposed] friends. Incidentally, the *ex* mostly suffers unwanted episodes engendered by the close circuit friends and family members. It's an upsetting experience.

The complete philosophy of undeclared social bracketing is a reprehensible act. It's a myopic interpersonal behaviour. Person or profession specific social bracketing is malevolence for the growth of society in general and specifically for the gullible *ex*. The transition demands constant conscious behaviour which in fact, is a self struggle in context of social archetypes. Regardless of well thought resettlement/rehabilitation system run by the centre as well state governments, the *ex* faces social stigma of being profiled for long time.

Undeclared Social Bracketing, ‘Why’?

The incidences of social bracketing of *ex* in our part of land are cause of social concern. It's an uncared for but have wide spread occurrence where *ex* bears in silence. The phenomena of undeclared social bracketing trace its roots in the human quest for exclusive dominance. In order to prevail over the arguments we human beings destined to dent the opponent's self-esteem to gain immediate and observable hand. A tiny verbal whack on opponents' self-esteem is sufficient enough to unsettle the nerves³. The ulterior motive is to disrupt the sequence of well developed thought process. Disruption causes covert imbalance in the individual's flow of logical verbal outbursts. Owing to stealthy imbalance, brain tends to lose the track. Finally, it results in derailing the emotional control. Emotional control is the function of individual's emotional intelligence. Individuals with high emotional intelligence are found to resist the disruptive design while individuals with average or low emotional intelligence fall short of the trial. Evidence suggests that soldiers have hardened emotional stability in respect of professionalism while fragile emotional set up vis-à-vis social set up. The later part of emotional set up interferes most with their transition making it tougher than toughest mission ever undertaken. Meanwhile, human beings tend to, suit their convenience, modulate the argumentative language or venerate it with conjured-up facts and figures. The prospective failure to prevail over the issue prod humans to use phrases as well as sentences which tend to hit [hurt] the core of self. The central desire of sailing over the arguments in order to preserve the '*self*' rather '*false ego*' intact and demean the contender results in undeclared social bracketing. It is a kind of psychological *ghettoism*. The *ex* suffers this undeclared social bracketing owing to his social upbringing in a unique set up. The thinking style, perception and stance get transformed into nuance of perfection according to the requirements of training. In consequent of undeclared social bracketing *ex* is most likely to face community stigma. Stigma generally denotes the possession of a trait that marks one out as different from others and is negatively regarded and is often a precursor to discrimination or unfair treatment (Green Gill et. al. 2008). As well as stigma from others, those requiring help will also stigmatize themselves as they are aware of the attitudes of their peers and share the cultural values that equate emotional stress with weakness (Greene-Shortridge, Britt & Castro 2007). This process of self-stigmatization is strongly associated with low self-esteem. Low self-esteem is known to engender social alienation which is a type of escapism. The changed economic settings too has played spoilsport in the process. The idea of consumerism⁴, advent of new battle technology, real time war coverage, changed role of soldier, terrorism, and expansion of avenues of employment also has categorically contributed in the strengthening of the ugly process. It's no denying fact that somewhere few dirty black sheep among the soldiers played significant role in furthering the issue.

³ Remember Zinadine Zidane episode

⁴ Consumerism took a great toll on chances of marriage for the soldiers especially Army personal. In various unfortunate cases the bride groom has been rejected owing to his belongingness from the Army. A regrettable role reversal.

Some Suggested Ways and Means to Tackle the Issue (Nuisance)

The Indian social set up is complex sub-division of great Indian dynamic civilization. And soldier is an integral part of it. The face value of soldier in respect to society too has undergone enormous change. Owing to the transformation in face value, the soldier is fast losing its erstwhile societal sheen. This is resulting in psychological *ghettoism*. An urgent need is being felt to offset the issue so that no *ex* ever feels humiliated or demeaned. The psychological battle can be fought with the active involvement of intellectual section of the society. The following non-demanding yet simple demeanor is expected from the [doyens of] society.

- (i) Unconditional acceptance.
- (ii) Appreciative behaviour rather than judgmental behaviour.
- (iii) Give time for comprehending the complex issues of the society or let them settle down before raising your expectations.
- (iv) Delinking [Intelligently] of past professional behaviour with the present one.
- (v) Perceptual as well as mind-set adjustment.
- (vi) Diversified-cum-accommodative social stance.
- (vii) Positive implementation of government sponsored rehabilitation and resettlement policies i.e. action oriented approach.
- (viii) Extensive scientific research on the life and behavioural style of *ex*.
- (ix) Aggressive but constructive portraying through the entertainment industry.
- (x) Affirmative discourage of humiliating behaviour.
- (xi) Finally, '**Please**' understand that they too are fellow humans and sliver of same sub-division of which you belong.

In a Nutshell

*A society can be judged by the way it treats its ex and serving soldiers*⁵. The society must not to turn blind eye to the prospective undeclared threat. A highly skilled human work force when seek to adjust with the new social formation, it is the sole responsibility of the society to embrace these work force with grace. The *ex* is a highly emotional being with subtle understanding of social framework. Undeclared social bracketing tends to alter the fledgling perceptual phenomenon of the new (*ex*) entrants. The society needs to manifest subterranean faith in the adaptability of the *ex*. Sometimes it is possible that *ex* behaves in a certain way that may not be compatible with the style of the society. It is also possible that sometimes the *ex* may use fused language not spoken in the particular area. Or it is also possible that the *ex* works in a manner not suited locally though fruitful. Along with there may be many other possibilities where *ex* is found to be not in synchronous with existing environment. It does not signify that he should be humiliated on these petty issues. Accommodative and non-judgmental behaviour coupled with mutual trustworthiness can be instrumental in combating the last frontier so that transition can be on happy note and the *ex* can peacefully enjoy the twilight years of his life.

⁵ A slight alteration of Mahatma Gandhi's maxim, "A civilization can be judged by the way it treats its minorities".

Significance (Importance)

1. There is a plethora of research work available on ex defence Officers who face relatively little or no discrimination owing to their high SES, whereas almost nil research work is available on Ex-servicemen (non-commissioned ranks).
2. Most of the studies regarding the topic are undertaken in western part of world or American continent which has little relevance in our cultural context. Moreover, the western people have encouraging behaviour vis-a-vis ex soldiers are concerned. In our part, yes, we respect ex but for the sake of public approval or some personal gains (already mentioned in the paper).
3. Society must not engage in discriminatory behaviour, instead offer much needed emotional & intellectual support to them so that transition from military life to civilian can be smooth.
4. To ensure that civilians should not discriminate someone on the basis of his/her profession.
5. The ex soldiers must not be viewed through the prism of canteen and bottles.

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Adjustment Level of Post Graduate Science and Social Science in Relation to Their Gender

Lokanath S Puthanikar^{1*}

ABSTRACT

The present study aimed to assess the level of adjustment of post-graduate science and social science students. It was hypothesized that post-graduate science students have lower adjustment than post-graduate social science students. It was also hypothesized that post-graduate social science male students have lower adjustment than post-graduate social science female students. Post-graduate science male students have lower adjustment than post-graduate science female students. In order to verify the above hypotheses a sample of 160 subjects with science and social-science background were selected from the Karnatak University Dharwad, Karnatak, India. Each group consist to 80 subjects with male (N=40) and female (N=40). To measure the adjustment, Adjustment Inventory developed and standardized by Asthana (1967) was administered individually, it has 42 items. The data were subjected to 't' analyses and the major findings of the study revealed that the science post-graduate students have significantly higher level of adjustment than social-science post-graduate students. There is no significant difference between the male students of social science and science departments and also the female students of science departments. There is significant difference between the science male and science female students on adjustment pattern.

Keywords: *Adjustment, Science Students, Social Science Students.*

The present study aims at studying the level of adjustment among college students. Adjustment deals with various changes they handle during college life. In addition to the physical changes students experience a great deal of emotional and developmental changes too. Individuals decide to go to college or university for many reasons. For some it is a certificate, diploma or degree as a stepping-stone for a job or career. For many, it is a chance to learn new things, interact with new persons and there by a challenge for themselves with new experiences and ideas. College is a huge transition for most of the students, especially for fresher, it is a time for adjustment.

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Adjustment of College Students:

The shift between high school and college can be challenging and many changes occur in emotional, social and academic adjustment (Gerdes & Mallinckrodt, 1994). Adjustment difficulties, loneliness and depression are much more common nowadays among college students than their peers who are not in college. Specifically, adjustment difficulties arise from unresolved family problems, the differences between the expectations and the realities of college, academic deficiencies, financial difficulties, and the lack of developing sufficient social support in the campus. When adjustment difficulties arise, many college students try to resolve such problems through unwise and sinful behaviors. A significant degree of our culture's dissatisfactions and disappointments with life, work and relationships are that we expect too much from them.

Significance of Adjustment:

The psychology of adjustment is in fact based on our concern with the quality of life, it focus on particular aspects of understanding one's self, understanding others and living in harmony with ourselves and others.

The adult moves through life building upon accomplishment of the stage just past confronting the task of the current stage and preparing for the future. A failure in mastering these tasks eventuates in personal unhappiness, disapproval of society, immaturity, incompetency, and consequent difficulties in mastering later developmental tasks. Thus the onward growth process may be crippled. Therefore it is necessary to gain a fair insight into the problem of adjustment of adults, in order they may be helped to deal effectively with the 'stress' strain that characterize uniquely this phase of development.

Studies on adjustment of adults are intended to enrich our understanding of the nature of adjustment in relation to some of the most important factors like intelligence, academic achievement, vocational interests and socioeconomic background. Understanding of adjustment of post-graduate students calls for the most direct and immediate interest of parents, psychologists, educationists as well as of those who are engaged in rendering counseling and guidance services to the students.

Educational Adjustment:

School is more than a place where culture is transmitted and skills being taught. It is a world of varied human contacts that demands adjustment on the part of child. It is a world where friendships are made and those who do not easily make friends feel isolated. They are not self-bound. Particularly, minority and economically less favored groups may feel lack of status and acceptance. Level of academic achievement during adolescence and educational attainment later in life are strong predictors of variety of indicators of well being in adulthood. A well-adjusted adolescent meets his/her college environment with the initiative of full sharing with others and for the optimum development of himself/ herself. Student's perceptions of their teachers' interest

in their education also seem to have implications for their expected and aspired educational attainment.

Definition:

According to L. S. Shaffer (1961) “adjustment is the process by which living organism maintain a balance between its need and the circumstances that influence the satisfaction of these needs.”

For Eysenck (1972) “adjustment is a state in which the needs of the individual on the one hand and the claims of environment on the other hand are fully satisfied or the process by which this harmonious relationship can be attained.”

Smith (1961) defines “a good adjustment is one which is both realistic and satisfying. At least in the long run it reduces to minimum, the frustrations, the tensions and anxieties which a person must endure”.

REVIEW OF LITERATURE

Agarwal (1970) investigated the problem of adjustments of college students in relation to various areas and sex of social science. Results using individual ‘t’ tests showed that: (a) arts students were better adjusted than science students, (b) girls were better adjusted than boys, and (c) adjustment of arts boys in the college adjustment area was poorest compared to other areas. Adjustment of arts girls was best in the home adjustment area but poor in the personal and health area.

Sharma (1978) conducted a study of factors underlying adjustment problem of professional and non-professional college students. The scope of study was limited to five adjustment areas home, school, health, educational and emotional. The study revealed that the non-professional college students had more problems than the professional college students in the area of home problems. The arts students had greater problems in home and health areas than the engineering students. The science students had greater problems in area of home than medical students. The aesthetic and social interest and socio-economic status contributed significantly towards the well adjustment of professional college students.

Armin Mahmoudi (2012) conducted study to see the adjustment level of the post-graduate students of Yasouj city. Emotional maturity was measured by Singh’s emotional maturity Scale (EMS). While Asthenia’s adjustment inventory was used to measure the adjustment level of the students. For this study a sample of 160 female students of age range 18-22 years Studying in post graduate colleges were selected from different colleges of Yasouj city. High positive correlation was obtained between emotional maturity and overall adjustment. .

Saxena (1978) examined the relationship between scholastic achievement and adjustment of 350 male students. Students were identified as over and under-achievers in four areas viz.,

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Mathematics, Biology, Commerce and the Arts. Students were administered an adjustment inventory with five categories (home, health, social, emotional and school adjustment) and a total adjustment score. Under-achievers showed significantly poorer adjustment in the home, health and school areas, as well as in the overall adjustment. The relationship between adjustment and achievement was strongest for students in mathematics. In the arts group no significant differences were found.

Nirmaljit (1992) selected randomly 320 athletes (160 male and 160 female) from colleges and universities of Haryana and Union Territory of Chandigarh to conduct a study with regards to the adjustment as related to performance and gender in team sports. She used Sinha and Singh's Inventory (1980) to measure all the areas of adjustment. It was found that the university athletes were significantly different from the college athletes on social, emotional and overall adjustment. The male athletes from the studied team sports were found better adjusted than the female athletes from the same sports groups on all the adjustment variables except home adjustment in which the difference between the male and the female athletes was not significant.

Kanter et al., (2007) mentions that parents' influence on college students' adjustment is underestimated frequently. As college students often set goals based on their perceptions of their parents' expectations, discrepancies between college students' and their parents' expectations may be related to their adjustment. The purpose of this study was to examine parent-college student expectation discrepancies and communication reciprocity as predictors of college students' adjustment in a diverse sample of 69 male and 105 female freshmen and sophomores from a large southeastern university. A subsample of their mothers and fathers also participated in this study. Correlation results revealed that college students report experiencing lower levels of self-worth and adjustment when higher expectation discrepancies are present between themselves and their parents. Regression results also indicated that expectation discrepancies and college students' perceptions of communication reciprocity are important predictors of college students' self-worth and adjustment. Such findings suggested that teaching assertive communication skills to college students and their parents may serve as a means of promoting positive outcomes for college students.

Holmbeck and Wandrei (1993) assessed the differential predictive utility of home-leaving status, family functioning, separation-individuation issues, cognitive constructions of the home-leaving process, and personality variables for adjustment during the 1st year of college with a sample of 286 college freshmen (182 women and 104 men). Findings revealed that the separation-individuation, family relations, and personality variables were better predictors of adjustment than were the cognitive indicators or home-leaving status. Results also varied as a function of gender; less well-adjusted men were more disconnected from significant others, whereas less well-adjusted women exhibited higher levels of separation anxiety and enmeshment seeking. Implications for counseling interventions are discussed

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The findings of the study Paul M. Kyalo (2011) indicated that interpersonal relationships and the attitude of students towards university environment and academic programme were critical factors influencing social adjustment and academic adjustment of undergraduate students in the university. Both male and female students were exposed to the same environment that influenced their similar social and academic adjustment in the university. First year students have a higher level of academic adjustment compared to other students in the university. There is need for the university to increase the level of publicity of guidance and counseling services programme and its services in the universities so as to assist students un coping and adjusting to university life.

Kanter et al., (2007) mentions that parents' influence on college students' adjustment is underestimated frequently. As college students often set goals based on their perceptions of their parents' expectations, discrepancies between college students' and their parents' expectations may be related to their adjustment. The purpose of this study was to examine parent-college student expectation discrepancies and communication reciprocity as predictors of college students' adjustment in a diverse sample of 69 male and 105 female freshmen and sophomores from a large southeastern university. A subsample of their mothers and fathers also participated in this study. Correlation results revealed that college students report experiencing lower levels of self-worth and adjustment when higher expectation discrepancies are present between themselves and their parents. Regression results also indicated that expectation discrepancies and college students' perceptions of communication reciprocity are important predictors of college students' self-worth and adjustment. Such findings suggested that teaching assertive communication skills to college students and their parents may serve as a means of promoting positive outcomes for college students.

Estrada et al., (2006) study investigated the relationship between locus of control and social and personal-emotional adjustment to college life in students with and without learning disabilities (LD). Differences in locus of control in college students with and without LD were also examined. Results showed a significant relationship between locus of control and both social adjustment and personal-emotional adjustment for both groups. Students with external locus of control tended to have higher adjustment scores than others. No differences were found in the locus of control orientation between students with and without LD, and in the personal-emotional adjustment to college life. Students with LD scored higher in social adjustment than their peers without LD.

RESEARCH METHODOLOGY

Research Problem:

Problem of the present research is to study the adjustment of the post-graduate science and social science students in relation to their gender.

Objectives:

The main objective of the present study is to measure the adjustment of post-graduate science and social science students in relation to their gender.

Hypotheses:

1. Post-graduate social science students have higher adjustment than post-graduate science students.
2. Post-graduate social-science male students have lower adjustment than post-graduate social-science female students.
3. Post-graduate science male students have lower adjustment than post-graduate science female students.

Sample:

The sample of the present study consist total 160 subjects with two main groups are post graduate science students and post graduate social science students at Karnatak University Dharwad, Karnatak, India. Each group consist 80 subjects with male (N=40) and female (N=40). In order to verify the above hypotheses post-graduate students were selected post graduate science students from departments such as physics, mathematics, chemistry, botany, zoology, microbiology biochemistry respectively and post-graduate social science students from history, economics, political science, geography and social work departments. The samples include both male and female students.

Tools:

To measure the adjustment, Adjustment Quotient Inventory developed and standardized by Asthana (1967) was used, which has 42 items and measures. The inventory consists of two response 'YES' () and 'NO' () responses, the scoring of response was then carried out using the scoring key provided by test author.

The test-retest reliability studies indicated that there was consistency coefficient of 0.80 and this tool possesses content validity and face validity. The criterion group validity was established as 0.91.

Statistical Techniques:

Obtained raw scores were converted into standard scores using 16.0 versions of SPSS, subsequently the mean and SD was calculated. The data was subjected to independent sample 't' analysis to find the significant difference between the post-graduate science and social science students.

RESULTS AND DISCUSSION**Table 01: Means, standard deviation scores and 't' value of the science and social science students on Adjustment.**

VARIABLE		SAMPLE GROUP		't' value
		SCIENCE (N=80)	SOCIAL SCIENCE (N=80)	
ADJUSTMENT	MEAN	52.27	47.74	2.93**
	SD	10.06	09.46	

** Significant at 0.01 level.

Table 01 shows means, SD scores and 't' value of the science and the social science students on adjustment. The results reveal that there is significant difference in the adjustment pattern between the science and the social science students. The science students have higher mean scores (52.27) than the social science students (47.74). The 't' value obtained is 2.93, which is significant at 0.01 level. The mean scores reveal that the science students have a better adjustment than the social science students.

Table 02: Means, standard deviation and 't' value of the social science male and social science female students on adjustment.

Variable		Sample Group		't' value
		Social Science Male (N=40)	Social Science Female (N=40)	
Adjustment	Mean	46.16	49.31	1.50
	SD	9.86	8.90	

Table 02 shows means, SD scores and 't' value of the social science male and the social science female students on adjustment. The results reveal that there is no significant difference in the adjustment pattern between the social science male and the social science female students. The social science male students have mean score of 46.16, whereas the social science female students have a mean score of 49.31. The 't' value obtained is 1.50. This indicates that there is no significant difference between the social science male and social science female students on adjustment pattern.

Table 03: Means, standard deviation and 't' value of the science male and science female students on adjustment.

Variable		Sample Group		't' value
		Science Male (N=40)	Science Female (N=40)	
Adjustment	Mean	55.48	50.06	2.0*
	SD	11.15	08.41	

* Significant at 0.05 level.

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Table 03 shows means, SD scores and 't' value of the science male and the science female students on adjustment. The results reveal that there is significant difference in the adjustment pattern between the science male and the science female students. The science male students have higher mean scores (55.48) than the science female students (50.06). The 't' value obtained is 2.0, which is significant at 0.05 level. The mean scores reveal that the science male students have better adjustment than the science female students.

CONCLUSION

1. The science post graduate students have significantly higher level of adjustment than social science post graduate students.
2. There is no significant difference between the social science male and social science female students on adjustment pattern.
3. There is significant difference between the science male and science female students on adjustment pattern.

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Challenges for Teachers in Knowledge Society

Dr. Md. Mahmood Alam^{1*}

ABSTRACT

Education is going through new transformations and, therefore, it will have to evolve in the direction of new globalizing knowledge society. The attempt to create the knowledge based society starts off successfully by bringing together the entire set of present day values that must prove the capacity of recreating the attitudes and practices of a global society. The perspective of knowledge summons and aligns the efforts towards: (i) Producing new knowledge through research activity (ii) Transferring knowledge through education and professional training (iii) Disseminating the knowledge by publishing and (iv) Utilizing knowledge in the society's best interest, especially through innovation. The need to find out new teaching methods and approach to learning arises from a complex range of factors – among them, changes in society and the economy; the potential for new forms of communication using emerging technologies; and rising expectations amongst learners that education will maximize their potential for personal fulfillment etc. In the 21st century, teachers need to be lifelong learners, adapting continuously to changed opportunities and demands of the knowledge economy. Therefore, the development of the knowledge based society minimizes the growing knowledge divide, reduce skill mismatches and promote a country's international competitiveness. If today's students want to compete in this global society, they must be proficient communicators, creators, critical thinkers, and collaborators (the "Four Cs"). This paper focuses on the characteristics, competencies and role of modern teachers for global world.

Keywords: Globalization, Knowledge Society, C's, Competencies.

"Using the 'Four Cs' to engage students are imperative. As educators prepare students for this new global society, teaching the core content subjects—math, social studies, the arts— must be enhanced by incorporating critical thinking, communication, collaboration, and creativity. We need new tools to support classroom teachers and education support professionals in their profession, even as they implement new strategies in their classrooms" (John Stocks).

The knowledge society is a learning society in which information expands rapidly and circulates continuously around the globe. Economic success and a culture of continuous innovation depend

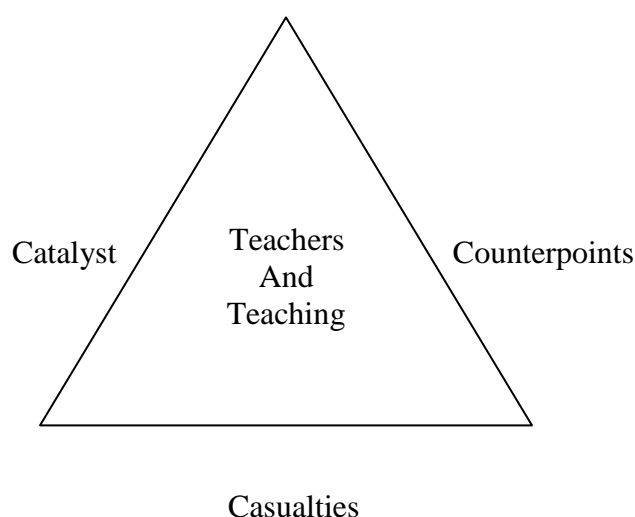
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Challenges for Teachers in Knowledge Society

on the capacity of workers to keep learning themselves and from each other. Drucker puts it this way, “Knowledge workers will give the emerging knowledge society its character, its leadership and its profile”. Teaching for the knowledge society involves developing deep cognitive learning, creativity, and ingenuity among students, pursuing continuous professional learning as teachers; and promoting problem-solving, risk-taking, trust in the collaborative process, ability to cope with change and commitment to continuous improvement. Teachers today therefore find themselves caught in a triangle of competing interests and imperatives



- to be *catalysts* of the knowledge society and all the opportunity and prosperity it promises to bring;
- to be *counterpoints* for the knowledge society and its threats to inclusiveness, security and public life;
- to be *casualties* of the knowledge society in a world where escalating expectations for education are being met with standardized solutions, provided at minimum cost.

These three forces, their interactions and effects, are shaping the nature of teaching, what it means to be a teacher, and the very viability of teaching as a profession in the knowledge society. In general, as catalysts of successful knowledge societies, teachers must be able to build a special kind of professionalism. Teachers as catalysts of the knowledge society

- Promote deep cognitive learning
- Learn to teach in ways they were not taught
- Commit to continuous professional learning
- Work and learn in collegial teams
- Treat parents as partners in learning
- Develop and draw on collective intelligence
- Build a capacity for change and risk
- Foster trust in processes

Teachers must therefore try to make their schools into learning organizations where capacities to learn and structures that support learning and respond constructively to change are widespread among children. In short, teaching for the knowledge economy fosters and thrives on: (a) creativity (b) flexibility (c) problem-solving (d) ingenuity (e) collective intelligence (f) professional trust (g) risk-taking and (h) continuous improvement. If teachers do not understand the knowledge society, they cannot prepare their students for it. From these generalities of context, to the specifics of our learners today, we need to create a new kind of school, with a new kind of professional teacher, which nurtures a new kind of learner. In every respect, the new teacher will take a greater degree of control of their professional lives and responsibility for their students' learning outcomes. To summarize:

The New Learner:

- is actively and purposefully engaged in their learning (the most effective learning is engaged learning);
- brings their experience, interests and voice to the learning task at hand;
- takes responsibility for their learning through a measure of autonomy and self-control;
- is a knowledge producer, drawing upon a range of available knowledge resources;

Teacher as Designer

- works effectively in collaborative knowledge activities and shares knowledge with peers;
- is comfortable in multimodal, digital knowledge-creation spaces;
- critically self-assesses and reflects upon their learning;
- engages in intensive collaborative learning;

The New Teacher:

- takes a greater degree of control of their professional lives, designing learning experiences for learners based on broad learning goals and curriculum standards;
- is a purposeful learning designer, rather than (just) a curriculum implementer;
- is comfortable working with learners in new, multimodal, online social media spaces;
- is a professional collaborator, contributing productively to a culture of professional support and sharing;
- differentiates instruction in order to cater effectively to learner diversity;
- is a leader in a dynamic, knowledge-producing community;
- is a practitioner-researcher, building and interpreting the evidence base of pedagogical inputs in relation to learner outcomes;
- creates and applies evaluation protocols to measure the effectiveness of pedagogies and programs.

Herein lies an enormous challenge, and an enormous opportunity for education. What education does – building the knowledge capital of a society, the creative capacities for innovation as well as the sensibilities to navigate ambiguity and complexity – is now fundamental. Traditional classrooms and bureaucratic education systems cannot provide society with what it now requires.

Challenges for Teachers in Knowledge Society

The agenda of the new learning is to meet the needs of the knowledge society in a globalized world (Kalantzis & Cope, 2008). If we commit to a vision of 21st century knowledge and skills for all students, it is critical that we support educators in mastering the competencies that ensure positive learning outcomes for students. These include:

- Successfully aligning technologies with content and pedagogy and developing the ability to creatively use technologies to meet specific learning needs,
- Aligning instruction with standards, particularly those standards that embody 21st century knowledge and skills,
- Balancing direct instruction strategically with project-oriented teaching methods,
- Applying child and adolescent development knowledge to educator preparation and education policy,
- Using a range of assessment strategies to evaluate student performance and differentiate instruction (including but not limited to formative, portfolio-based, curriculum-embedded and summative),
- Participating actively in learning communities; tapping the expertise within a school or school district through coaching, mentoring, knowledge-sharing, and team teaching,
- Acting as mentors and peer coaches with fellow educators,
- Using a range of strategies (such as formative assessments) to reach diverse students and to create environments that support differentiated teaching and learning.

TEACHER COMPETENCES TO MEET THE CHALLENGES OF KNOWLEDGE SOCIETY

The teacher must have some basic skills to be a good teacher. Firstly, he or she should have a profound knowledge of his/her subject area and have the skills to teach the students successfully. The following skills could be expected (according to Perrenoud, 1994):

- managing student learning progression;
- dealing with student heterogeneity;
- developing student commitment to working and learning;
- working in teams;
- participating in school curriculum and organization development;
- using new technologies in their daily practice;
- tackling professional duties and ethical dilemmas;
- managing their own professional development.

Since a teacher's knowledge and skills depend on his/her continuous learning and development, he/she should deal with current research and be aware of general social changes.

CHANGING DIMENSIONS OF THE ROLE OF TEACHERS AND TRAINERS

The following changes in competences formally required of teachers (and trainers). These changes were introduced in response to issues of student intake, teaching environment, and contextual factors including general social trends and developments in the labor market.

(A) Impact of Social Changes

Promoting new learning outcomes

- Contributing to citizenship education of students/trainees such as
 1. Living in a multicultural, inclusive and tolerant society;
 2. Living according to sustainable lifestyles regarding environmental issues;
 3. Dealing with gender equity issues in work and social life;
 4. Managing his/her own career development; etc.
- Promoting the development of competences of students/trainees for the knowledge and lifelong learning society such as
 1. Motivation to learn beyond compulsory education;
 2. Learn how to learn/learning in an independent way;
 3. Information processing;
 4. Digital literacy;
 5. Creativity and innovation;
 6. Problem-solving;
 7. Entrepreneurship;
 8. Communication;
 9. Visual culture; etc.
- Linking the development of new curriculum competencies with school subjects

(B) Diversity of student intake and changes in the teaching environment

1. Working in restructured ways in the classroom

- Dealing with social and cultural diversity of students
- Organizing learning environments and facilitating learning processes
- Working in teams with teachers and other professionals involved in the learning process of the same students

2. Working “beyond the classroom”: in the school/training centre and with social partners

- Working in school curriculum, organizational development and evaluation
- Collaborating with parents and other social partners

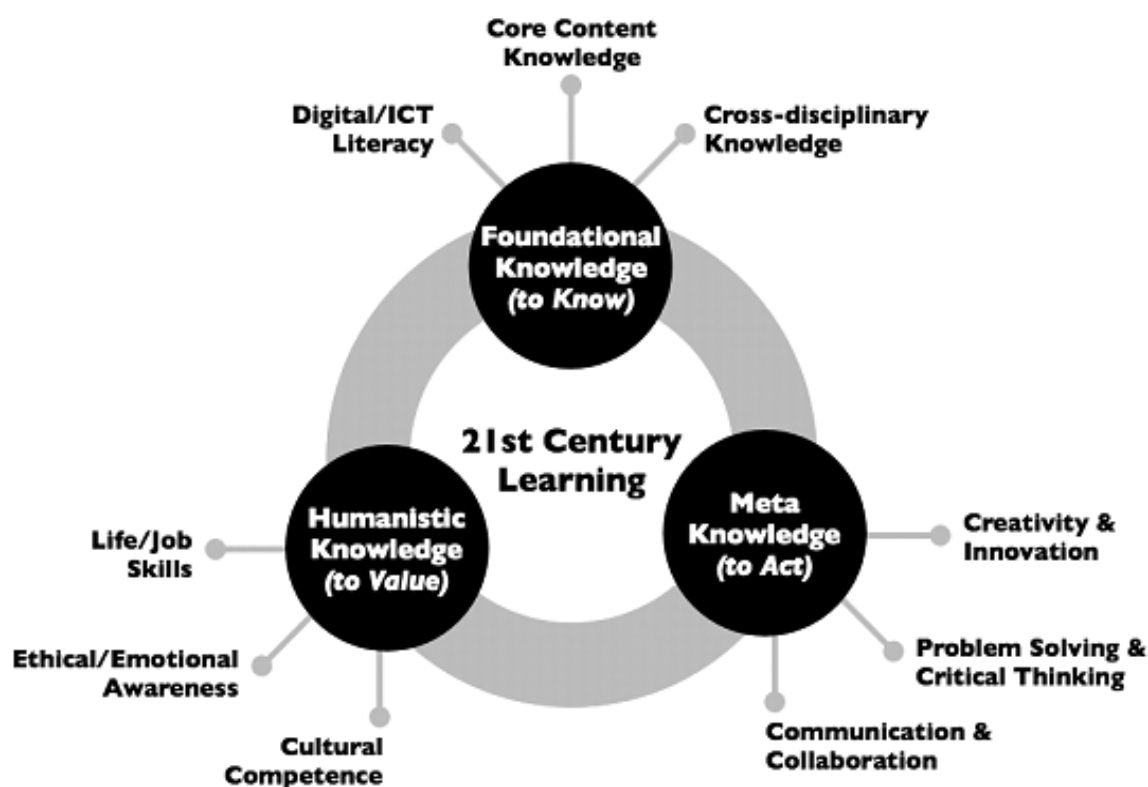
3. Integrating ICT in formal learning situations and in all professional practice

(C) Increasing levels of teaching professionalization

Acting as professionals

- Acting in an investigative or problem-solving way
- Assuming greater responsibility for their own professional development in a lifelong learning perspective.

Thus 21st century learning frameworks may be depicted as below:



RECOMMENDATIONS

Successful learning at school is the foundation of lifelong learning by individuals and the globalised, knowledge society of the future. The continued creation, dissemination and utilization of knowledge in all spheres of human activity, together with a sound, ethical base and moral values, is the pathway to a successful life for all people. Teachers have to come to terms with ever rising expectations and constantly changing societal requirements. While effective student learning remains the dominant, constant criterion of successful teaching, the nature of what is to be learnt, the best ways of learning and the needs of students are constantly evolving. It is of vital importance that the talents of teachers are given full expression to enable teachers to achieve the learning outcomes that students and the community need. The emphasis needs to shift toward quality of experience and quality of performance – in teacher education, induction, professional development, career planning and everyday life in the school. Directions for action arising from this study fall into four broad areas:

1. A career of choice.

Teacher policies need to become more targeted, making teaching a career of choice for talented people who are committed to attaining and demonstrating high quality teaching as a career goal. The elements of entry into teaching and professional conditions of service need to be closely linked to teachers' primary motivation and interests, a deep sense of a worthwhile occupation and autonomy and salary and institutional conditions. More investment in recognition of performance by teachers and the quality of their work by human resources managers is needed, in order to enhance teacher satisfaction, achieve a better quality of service and improve retention rates.

2. Reducing attrition.

While career mobility has many benefits, attrition of able student teachers who demonstrate good teaching potential and of capable early career teachers merits attention. Attrition rates could be reduced through more personal career guidance in training, more comprehensive and supportive induction and systematic career mapping and counseling within the early years of teaching.

3. Mature age entrants with career experience in other occupations.

Selection, training, recruitment, allocation of duties and professional development all need to pay close attention to the specific expertise, experience, expectations and attitudes that career change entrants bring to teaching rather than to assume that they are broadly similar across all entrants to the profession. The experience of career change entrants needs to be better acknowledged within teaching since, as professionals, they are by no means beginners.

4. Leadership responsibilities in schools.

Teachers in their initial years in the profession express very positive attitudes toward responsible, caring positional leadership. Those in positional authority in schools should be encouraged to play a greater role in formation and development of teachers both in training and in the early years of their careers.

5. The demands of a knowledge-based society and economy.

New Innovations in curriculum, assessment, pedagogy, changing social contexts and economic trends *need teachers to have socially and economically relevant foundations of professional knowledge, and be encouraged to articulate and communicate that knowledge in diverse educational settings.*

6. Meeting the social and emotional as well as the intellectual and vocational needs of children.

Through their initial preparation as teachers and their continuing professional development, and in their daily work, teachers need to give attention to the social and emotional dimensions of education than to the intellectual and vocational.

7. The image of education, the status of teaching.

Teaching and the value of education need to be talked up – by teachers and trainee teachers to their students. Educational scholars, researchers and policy makers need to draw out and publicize the absolute dependence of the knowledge society and economy and of an innovative culture on high quality schooling and therefore teaching.

8. Flexible use of time.

Teachers should have degree of flexibility in the use of time to accommodate a more favorable work/ life balance. *Schools should be encouraged to become more creative and innovative in the way the school day/ week/ year is organized and in defining the roles and responsibilities of professionals working in them. Learning and teaching should shape structure and roles, not vice-versa.*

9. Selection of teacher education students.

Selection for teacher education should be more definitely focused on aptitude for a teaching career, balancing academic attainment with ability to communicate, to work effectively with others, and to exercise social responsibility.

10. Review and accreditation.

Judgments about professional standard need to be taken more seriously as part of the course review and accreditation process and there should be more active collaboration among the various stakeholders in the design, implementation and review of teacher education programmes.

11. The theory component of initial teacher education.

There should be a regular periodic review focused on how the academic components of teacher education can more effectively interrelate with the professional requirements of teaching.

12. Recognizing performance.

Procedures for recognizing and rewarding high quality performance should be introduced within the profession.

13. Career mapping.

Career mapping and systematic career advice should feature in teacher education For all teachers regardless of career intent, initial induction, career counseling and professional development opportunities should be not only available, but used more systematically. Procedures are needed at both system and school level for linking evaluation of performance and career planning.

14. The conditionality of teaching.

Following initial career guidance and mapping opportunities, employment options and requirements should include a more individualized focus on professional learning opportunities which enhance teachers' career development and the quality of their teaching, and on high quality school environments. Administrative requirements or demands that adversely affect teaching time - requirements or demands that reduce the quantity and quality of teaching time - should be minimized.

15. Continued professional learning.

More collaboration and concerted efforts are needed among stake holders in order to further raise professional standards, address specific weaknesses, and improve the image and status of teachers.

CONCLUSION

There is a crack in everything.

That's how the light gets in.

(Leonard Cohen, *Anthem*, Leonard Cohen Stranger Music, 1992)

Education is the single most important path to development and the basis of the future society. It requires expanding the vision of what it means to prepare educators for their future roles. In response to these demands of the knowledge society and the teaching profession, teachers need to be prepared suitably. The paradigm suggested for this is based on the dimensions that call for teacher educators to facilitate engaged learning with scope for autonomy, problem solving and collaboration especially through ICTs. When learning is characterized by inquiring, questioning, thinking, organizing and articulating then students require the capacities and space to explore,

challenge, analyze, critique and create. Students and teachers alike learn their way around living landscapes of knowing. Along with this change in how we understand learning and curriculum, a whole array of related educational initiatives will need reconsideration: (i) Assessment (ii) Resources (iii) Professional Development (iv) Teacher Education (v) School and District Leadership and (vi) Education Policy. Curricula for the 21st century have to be designed to address what we now understand about learning and the ways in which learning and teaching, learners and teachers, are always housed within living landscapes of knowledge. Thus **“We must prepare young people for living in a world of powerful images, words and sounds”** (UNESCO, 1982).

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Yoga Benefits for Health

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ABSTRACT

Nowadays yoga become more popular among the all age peoples it employs a broad holistic approach that focuses on teaching people a new lifestyle, way of thinking, and way of being in the world. In the process, however, it is also found to bring a myriad of healing effects. By attending to practices for improving, regaining or retaining general good health, a person is likely to find that some of his more specific difficulties tend to disappear. Many of the healing effects of yoga are clinically verified. the most important benefits of yoga is its application in relieving stress, fatigue, invigoration and vitality and its anti-aging properties and its application for relaxation therapy. Yoga has become more popular than ever, with celebrities, politicians, business people, and almost every walk of life currently practicing. The word yoga is Sanskrit for Yoke, or union. In the practice of yoga we seek to create union between the mind and body. Yoga is dynamite to make you feel younger and healthy with heightened mental prowess. Longer life often results from following yogic ways of health maintenance. When both external dangers and internal diseases and habits leading to degeneration have been removed, one naturally lives healthy and longer.

Keywords: *Yoga, Health, Diseases*

The aim of this paper is to explore how yoga is beneficial for health to see the goodness of yoga for improving health and decrease the chances of diseases. The term Yoga comes from the root yuj, "to yoke or join." Here it is used to mean the Union of the individual spirit with the Universal Spirit. The art of Yoga is defined as a system of Culture for perfecting human efficiency. It claims to destroy the defects and diseases of the body and mind, to establish health and bestow happiness, to develop intelligence, and reveal true knowledge of self, and to extract the nectar of all things. The term yoga as this word is part of an entire system that is quite complex. The word yoga as interpreted by many, means "union" and can be broken down further into five specific elements all contributing to the union of mind, body and soul. Jnana, Bhakti, Karma, Raja and Hatha yoga are the different elements of yoga. Karma yoga is the yoga of action, Bhakti yoga is the yoga of devotion, Jnana is the yoga of knowledge, Raja is the yoga of the mind and Hatha is

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Yoga Benefits for Health

the yoga of the body. All elements of yoga are equally important when creating a necessary balance for those individuals who practice it. Yoga is considered by society as part of a wellness practice for adults and is widely accepted in many workplaces as having clear benefits to employee work production and personal well-being as seen by the recent increase in wellness programs being implemented in major corporations. For example, Microsoft implemented a Weight Management program in 2005 to increase the physical fitness of employees and therefore reduce employee absenteeism (McPherson, 2005). Yoga helps us to take away the stress and frustration improve physical and mental health to increase personal satisfaction and well-being. Yoga is specifically mentioned as an example of a fitness activity in the new curriculum under the larger category of Movement Competence (Health and Physical Education, 2010, pg.140). A study published in the Journal of Asthma looked at six young asthmatics with a history of childhood asthma that went through yoga training for two years. The study concluded that practicing yoga is beneficial for asthmatics because it “increased pulmonary function and exercise capacity” (Jain, 1991, pg.440).

Researchers have discovered that the regular practice of yoga may produce many health benefits, including increased fitness and normalization of blood pressure. Yoga is a renowned antidote to stress. Over time, yoga practitioners report lower levels of stress and increased feelings of happiness and wellbeing. This is because concentrating on the postures and the breath acts as a powerful form of meditation. Yoga is non-competitive and suitable for anyone, regardless of their age or fitness level. Your yoga teacher should carefully guide and observe you, and modify postures when necessary. An asana should never cause pain. If it hurts, ease back on the stretch or don't do it at all. It is important to keep within your physical limits. If you are over 40, haven't exercised for a long time or have a pre-existing medical condition, you should check with your doctor before starting any regular exercise routine.

Yoga Benefits for health

The physical building blocks of yoga are the posture (asana) and the breath. A series of poses held in time with breathing, exercises every part of the body. Benefits include:

Yoga is increased strength, endurance, flexibility, and balance, which also translates into an increased ability to perform activities, have more energy, and get a more restful sleep. Most of the diseases take their origin in over-eating, sexual excess and outbursts of anger and hatred. If the mind is kept cool and calm at all times, you will have wonderful health, strength and vitality. Energy is depleted by fits of anger. The cells and tissues are filled with morbid, poisonous materials, when one loses his temper and entertains deep hatred. Various sorts of physical ailments crop up. The blood becomes hot and thin and consequently night pollution results. Various kinds of nervous diseases are attributable to excessive loss of the seminal energy and frequent fits of explosive anger or wrath.

SOME IMPORTANT BENEFITS OF YOGA FOR HEALTH ARE AS FOLLOWS

Yoga Builds muscles strength: Strong muscles do more than look good. They also protect us from conditions like arthritis and back pain, and help prevent falls in elderly people. And when you build strength through yoga, you balance it with flexibility. If you just went to the gym and lifted weights, you might build strength at the expense of flexibility.

Yoga improves posture: Increased flexibility and strength helps you improve your posture. With better core strength and the body awareness you create by practicing yoga, you are more likely to recognize when you are slouching or have bad posture and correct it. Poor posture can cause back, neck, and other muscle and joint problems.

Yoga Prevents cartilage and joint breakdown: Each time you practice yoga, you take your joints through their full range of motion. This can help prevent degenerative arthritis or mitigate disability by “squeezing and soaking” areas of cartilage that normally aren’t used. Joint cartilage is like a sponge; it receives fresh nutrients only when its fluid is squeezed out and a new supply can be soaked up. Without proper sustenance, neglected areas of cartilage can eventually wear out, exposing the underlying bone like worn-out brake pads.

Yoga Increases blood flow: Yoga increases blood flowing. The relaxation exercises can help your circulation, especially in your hands and feet. Yoga also gets more oxygen to your cells, which function better as a result. Twisting poses are thought to wring out venous blood from internal organs and allow oxygenated blood to flow in once the twist is released.

Yoga Drains lymphs and boosts immunity: When you contract and stretch muscles, move organs around, and come in and out of yoga postures, you increase the drainage of lymph (a viscous fluid rich in immune cells). This helps the lymphatic system fight infection, destroy cancerous cells, and dispose of the toxic waste products of cellular functioning.

Lowers blood sugar: Yoga lowers blood sugar and LDL (“bad”) cholesterol and boosts HDL (“good”) cholesterol. In people with diabetes, yoga has been found to lower blood sugar in several ways: by lowering cortisol and adrenaline levels, encouraging weight loss, and improving sensitivity to the effects of insulin. Get your blood sugar levels down, and you decrease your risk of diabetic complications such as heart attack, kidney failure, and blindness.

Maintains nervous system: Some advanced yogis can control their bodies in extraordinary ways, many of which are mediated by the nervous system. Scientists have monitored yogis who could induce unusual heart rhythms, generate specific brain-wave patterns, and, using a meditation technique, raise the temperature of their hands by 15 degrees Fahrenheit. If they can use yoga to do that, perhaps you could learn to improve blood flow to your pelvis if you’re trying to get pregnant or induce relaxation when you’re having trouble falling asleep.

Yoga Benefits for Health

Yoga gives a peace of mind: Yoga quells the fluctuations of the mind, according to Patanjali's Yoga Sutra. In other words, it slows down the mental loops of frustration, regret, anger, fear, and desire that can cause stress. And since stress is implicated in so many health problems from migraines and insomnia to lupus, MS, eczema, high blood pressure, and heart attacks if you learn to quiet your mind, you'll be likely to live longer and healthier.

Eases your pain: Yoga can ease your pain. According to several studies, asana, meditation, or a combination of the two, reduced pain in people with arthritis, back pain, fibromyalgia, **carpal tunnel syndrome**, and other chronic conditions. When you relieve your pain, your mood improves, you're more inclined to be active, and you don't need as much medication.

Yoga is the perfect example of holistic health because of this combination of mind and body. After all the body cannot exist without the mind and vice versa. Yoga has become more popular than ever, with celebrities, politicians, business people, and almost every walk of life currently practice. Yoga is a multidisciplinary tool extremely useful to purify the mind and body and gain control over our minds and emotions. Yoga is also the most popular means for self-transformation and physical wellbeing. It is useful for both the worldly people seeking mental peace and ascetics seeking liberation. Yoga helps you to become a better person, a better human being and a better devotee.

PURPOSE OF YOGA FOR HEALTH

The original context of yoga was spiritual development practices to train the body and mind to self observe and become aware of their own nature. The purposes of yoga were to cultivate discernment, awareness, self-regulation and higher consciousness in the individual. As the split occurring between those seeking physical developments versus those seeking spiritual development has widened, the lack of awareness and attention to inner experience has disconnected the practitioner from his body. In the modern world we have become quite successful in our external achievements--we have created powerful technologies and a variety of products, we are obsessed with accumulating power, wealth, property and objects--and yet we have not been able to create either individual or social peace, wisdom, or happiness. We have only to look around and see the destructiveness of our weapons, the emptiness of our pleasures and entertainments, the misuse of our material and personal resources, the disparities between rich and poor, and above all, the loneliness and violence of our modern world. We see that amid all our success in the external world, we have accomplished little of lasting value. These problems will not be solved through new technological developments. Instead, the resolution to these human problems will come only when we discover within ourselves that for which all of mankind is searching--inner peace, tranquility, and wisdom. This attainment is the goal of yoga, for yoga is the practical science intended to help human beings become aware of their ultimate nature. For those who want to follow the path of yoga towards peace and evolution, there are a few prerequisites. We need good health, a calm mind, sincerity, and a burning desire to rise above our human imperfections. Our health is maintained by a simple and well-regulated diet,

adequate sleep, some physical exercise, and relaxation. Imbalance or excesses in food, exercise, sleep, or our personal relationships produce physical and emotional disruptions that disturb the practice of yoga and meditation. If the aspects of our daily lives are well balanced, then certainly we can make progress in yoga in the modern world. Regardless of where we live or what we do, we can create a life conducive to yoga.

SCOPE OF YOGA

Yoga is certainly more than mastering its postures and asanas and increasing the strength and flexibility of body. It indicates towards healing of mind and body and attaining the state of self enlightenment. It is said that in early periods when Yoga was just introduced, the main purpose was to heal community members and the practitioners act as religious mediators. The exact origin of Yoga is uncertain but collecting the small pieces together takes us to a valid conclusion. It is said that Yoga originated into the west and the first sign appeared in ancient Shamanism that date back to some 3000 B.C. Evidence of Yoga can also be found in Rig Veda. The word Yoga provides a sense of peace which certainly derived from the etymology of the word. The word has been taken from the Sanskrit word 'Yuj' which means unite or join. This word unite has been taken in the sense of uniting the individual with cosmic consciousness. Needless to say, practicing of Yoga includes the traditional aspects too such as practicing different poses, chanting of mantra, observing breathing habit and controlling thoughts coming to mind with the help of meditation. Today, it has been practiced for fitness, healthy body and mind, strength, flexibility, emotional well-being and much more. The main purpose of practicing Yoga is to taking control over the body, mind and emotional aspects. The cessation of bad thoughts creates a positive vibe around the person and makes him healthy overall.

The researchers found that prisoners after a ten-week yoga course reported improved mood, reduced stress and were better at a task related to behaviour control than those who continued in their normal prison routine.

CONCLUSION

Yoga practice is safe and can bring many health benefits to practitioners, whether they are young, old, healthy, recovering from illness or looking for a therapeutic option to help them to manage a chronic condition. . The beauty of Yoga is that it can be practiced by anyone. It doesn't matter how old you are or what shape you are in. If you desire a more limber body, Yoga is one of the quickest ways to attain it. Yoga also increases an individual's physical coordination and promotes better posture. And it does all this without potentially hazard negative effects that are often incurred in high-impact forms of exercise. When performed properly, in conjunction with proper related breathing techniques, Yoga helps stimulate the circulatory system, the digestive process as well as the nervous and endocrine system. Yoga is dynamite to make you feel younger with heightened mental prowess. Longer life often results from following yogic ways of health maintenance. When both external dangers and internal diseases and habits leading to degeneration have been removed, one naturally lives longer.

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Measurement of Anxiety in Youth

Dr. Indrajitsinh.D. Thakor^{1*}

ABSTRACT

The purpose of this study was to measure anxiety level in youth, who study in higher secondary school. In this research paper “Sinha’s Comprehensive Anxiety Test” (SCAT) was used. The random sample (N=125) was taken from the school. (59 Male And 66 Female). “ t ” Test was calculated to find out the result. The “ t ” value of “Sinha’s Comprehensive Anxiety Test” of school students comes to 4.45 which is significant at 0.01 level. This shows that, there is significant difference between youth (Male and Female) school students On Anxiety Test. Whereas Male and Female school students differ in respect of anxiety. The detail results are indicated in the paper.

Keywords: *Anxiety, Youth, Gujarat.*

Dramatic changes have taken place in the society, thus anxiety has become more immediate focal point of interest. Due to advancement in the technology and atomization, the sedentary tendency has developed among the people, which is great threat to the health.

Anxiety has many facets that cannot be encompassed in any simple definition. Mostly anxiety prevails when individuals are at odds with themselves. According to Cattell and others who have sampled anxiety scores in people of various ages, anxiety levels rise during the later adolescent years and also in the sixties. Anxiety is an emotional state closely related to fear, occurs when a person worries about what might happen in future, or when he is fearful about some vague or unknown thing, which he cannot explain. We saw, the life way is not very simple for today’s human being. There are lots of personal and social problems seen in life. Human being himself and herself is sad and unsatisfied. These types of mentality are in his and her mind.

Anxiety is currently a central explanatory concept in most theories of personality and psychopathology and it is widely regarded as a principal cause of such diverse behavior as insomnia, debilitating psychological and psychosomatic, immoral and sinful acts and even instances of creative self-expression. Anxiety, by contrast, arises in response to apparently

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innocuous situation or is the product of subjective, internal emotional conflicts the causes of which may not be apparent to the person himself. Some anxiety inevitably arises in the course of daily life and is normal.

There are many causes for anxiety. Sigmund Freud viewed anxiety as the symptomatic expression of the inner emotional conflict caused when a person suppresses from conscious awareness experiences, feelings, or impulses that are too threatening or disturbing to live with. Anxiety is also viewed as arising from threats to an individual's ego or self-esteem, as in the case of inadequate sexual or job performance. Behavioral psychologists view anxiety as an unfortunate learned response to frightening events in real life.

According to Rubenstien (1963), Females have been found to have higher score of anxiety than Males. Costello et al; (2003), found that adolescent Females report a greater number of worries, more separation anxiety and higher levels of generalized anxiety. Ojha (2005), conducted a study and revealed that 25 % Males have extremely high anxiety whereas only 6.7 Females have high academic anxiety. Robichaud et al; (2003), found that Female reported more worry than Male. Female outnumber Male in each illness except for OCD, in which both sexes have an equal likelihood of being affected.

OBJECTIVES OF STUDY

- (i) To measure a Male Anxiety.
- (ii) To measure a Female Anxiety.

METHODOLOGY

Sample:

The sample of the present study consisted of 59 male and 66 female (Total sample: 125). They are randomly selected from different schools of Ghogamba city.

Tool:

Comprehensive Anxiety Test, Constructed and Standardized by Sinha, A. K. P. and Sinha L. N. K. (1971), To measure the Anxiety of school and college students. Test Re-Test reliability is shown 0.85 and Spearman Brown formula are 0.92. The validity of test is 0.62. The scale consists of 90 items. The maximum possible score of this test is 90 and minimum possible scores is zero. Each item of the test is scored 01(one) for positive response and 00(zero) for negative response. The sum of all positive or yes responses would be the total anxiety score of the individual.

Hypotheses:

There is no significant difference between the mean scores of male and female of anxiety.

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Procedure:

The data collected in small groups in the classroom situation. During the testing session respondents were instructed in brief about the purpose of investigation. They were instructed to read the items carefully and to put a tick mark in one of the provided spaces according to their opinion “YES” or “NO” and then after all the forms put on transparency (Scoring Key) one by one and calculate row scores of all forms and find out MEAN, SD and “ t ” - Value of respondents.

RESULTS

The finding of the study on problem of Measurement between the youth of Anxiety of school students. Results are given below.

Table, Anxiety Of High School Students

Sr. No	Gender	N	Mean	SD	df	“ t ” Value	Sig. Level
01	Male	59	23.12	13.88	123	4.45	0.01
02	Female	66	34.48	14.56			

Table Value.=2.32

Calculated t = 4.45

Level of Significant.=0.01

DISCUSSION

According to the table, the mean scores of Anxiety between youth (Male and Female) of schools students are 23.12 and 34.48 respectively. Indicating that there is a difference in Anxiety between youth. The results show that Female students have more Anxiety (34.48) than Male students (23.12). The “ t ” value difference between youth (Male and Female) of schools students is 4.45, which is significant at 0.01 level. The table value is 2.32 at 123df. Therefore the null hypothesis is rejected. Therefore it can be said that there is significant difference between mean scores of Anxiety of youth (Male and Female) schools students.

The, “ t ” - Value of 4.45 is significant at 0.01 level of significance. It means that there is significant difference between youth (Male and Female) on Anxiety; hence the formulated hypothesis is that there is no significant difference between the mean scores of youth (Male and Female) on Anxiety is rejected. The difference between two mean scores was significant. So it was concluded that there was significant difference between youth (Male and Female) of schools students on Anxiety.

CONCLUSIONS

In the present study there is significant difference between youth (Male and Female) of school students on Anxiety. It shows that youth (Male and Female) play significant role so far as Anxiety is concerned.

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Quality of Work Life of Muslim Women

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ABSTRACT

Human beings are basically psychosomatic entities. They join organizations in their capacities to satisfy their economic, social and psychological needs. In any organization an employee has to adhere to the given quality of working life and play pre-formatted prescribed roles. Hence, a good quality of working life in any organization play an integral part to develop employee's working skills, positive attitudes towards their job in particular and organization as a whole, level of job satisfaction and commitment for their respective organization.

This theoretical endeavor reviews the historical perspective of quality of work life, nature and definitions of quality of work life, dimensions of quality of work life, construct of quality of work life, components of quality of work life and approaches and scopes of quality of work life. This article also explores some important aspects of Muslim female employee where quality of work life has positive effects. The article concludes with vibrant implications of quality of work life in any organization which is in thrust of development.

Keywords: *Organization, Quality of work life, working conditions, Muslim women.*

Work is an integral part of everyday life, as it is our livelihood or career or business. On an average we spent twelve hours daily life and it is the one third of our entire life. Human beings are basically psychosomatic entities. We join organizations in our capacities to satisfy our economic, social and psychological needs. In any organization an employee has to adhere to the given quality of working life and play pre-formatted prescribed roles. Hence, a good quality of working life of any organization play an integral part to develop employee's working skills, positive attitudes toward their job in particular and organization as a whole, level of job satisfaction and commitment for their respective organization.

An organization with high quality of work life is organizations that promotes and maintain a work environment that results in excellence in everything it does-by ensuring open communication, respect, recognition, trust, support, well-being and satisfaction of its members, both personality and professionalism

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Historical Perspective of Quality of Work Life:

The concept of quality of work life can be traced back during (1911) when a well-known scientist known as F.W. Taylor has published his book “The Principles of Scientific Management” in which he elaborated the concept of scientific management which till today form the basis for designing jobs in almost every organization across the globe. The traditional job design of scientific management focuses on division of labour, job hierarchy, close supervision and the one best way of doing work. The system of job-hierarchy has made workers totally dependent upon their superior resulting demoralization of employees’ personal skills. These all consequences a demand for developing the humanized jobs which can satisfy workers higher needs, employee their higher skills and make them better citizens, spouses and parents.

This conceptual requirement of redesigning the job gave birth to the term “quality of work life” in 1960s emphasizing the human dimension of work by focusing on the quality of relationship between the worker and the working environment. Quality of work life as a discipline began in the in the United States in September (1972) when the phrase was coined by Davis at a “Democratization of Work” conference held at Columbia Universities’ Arden House to discuss two movements. The first was a political movement in Western Europe called ‘Industrial democracy’, and the second movement was the emergence in the U.S. of a number of Social Science theorists about “Humanizing the Workplace”.

Historically, the concept of quality of work life also included wages (Lawler, 1968; Seashore and Barnowe, 1972; Pierce and Danham, 1976), working hours and working conditions (West, 1969; Ganguli and Joseph, 1969; Davis, 1971; Johnson, 1979). Thus, after examining the concept and history of quality of work life we can say that quality of work life is a relatively naïve term for a bundle of old issues. It has long been of interest to philosophers, technologists, social scientist, workers and employers. It is a broad term that can embrace every conceivable aspect of work ethics, working conditions, worker expressions of satisfaction and dissatisfaction, managerial concerns about efficiency of outputs. Quality of work life broadens considerations of social cohesions and stability.

Meaning and scope of Quality of Work Life:

The term quality of work life has different meanings to different people. Some label it as a happiness programme, others especially trade unions name it as a subtle employee incentive or just another productivity device. Quality of working life has assumed increasing interest and importance in both industrialized as well as developing countries of the world. In India, its scope seems broader than many labour legislations enacted to protect the workers. It is more than a sheer work organization movement which focuses on job security and economic growth to the employees. Thus, quality of work life refers to the level of happiness or dissatisfaction with one's career. Those who enjoy their careers are said to have a high quality of work life, while those who are unhappy or whose needs are otherwise unfilled are said to have a low quality of work life.

To empower means to give power, authority, energy etc. A management practices of sharing information, rewards, and power with employees so that they can take initiative and solve problems and improve service and performance. Women empowerment received a wide recognition as an important subject in management circles mainly because it seen as one of the fundamental elements of managerial and organisational effectiveness that increases when power and control are shared in organization. Empowerment as delegation of power to someone has been mechanisms to increase personal and work life quality of woman in recent decades. 21st century women are now have become vital part and parcel of corporate society. Historically, India has been a male dominated society. Yet, in the past Two decades or so, social change has opened the possibility for women to attain managerial roles in corporate India. As more Indian women enter the workforce, particularly in the corporate world, this change is in dramatic contrast to the traditional Indian culture, where a woman's expected role has been to marry, raise the family and take care of the household. Since early years of the 20th century, feminism has built a body of theory and in recent decades women empowerment has been suggested as a mechanism to improve the quality of women's work as well as their personal lives. The empowerment of women is an essential precondition for the elimination of world poverty and the upholding of human rights. Today's corporate world is facing a challenge of managing its human capital which has become a critical and significant issue. The demand for talent is enormously growing across all sectors in the world. Today, women are competing at part with their male counterparts and organizations are also recognizing their talent and providing equal opportunities to them. Organizations are trying to hire the best talent, irrespective of the gender. Women have made their presence felt in every area. Moreover, they are front-runners for change and are emerging as leaders in their respective fields. Indian organization has experienced a steady increase in the number of women employees and this pattern is bound to continue in the future as well. Women recently began to join the rank of managers in large numbers. But at the top management positions are still a rare species. The changing aspirations and needs of today's workers require the union to adapt and adjust to the volatile situation. Unions can play a constructive role in the Quality of work life efforts by supporting and cooperating with the management. Presence of women in paid employment outside the home is not a new phenomenon. Dual earner households have become a salient feature of contemporary life. In recent years the participation of women in the labour market has eventually destroyed the notion that women are a peripheral part of the labour force. Women want to take up senior positions, earn more money and be equal partners in negotiations. The Empowerment in Organisation by women and women employee empowerments significantly contributes towards improvement in quality of work life and better commitment of women employees along with achievement of prime objective of the organisations. However, its success depends upon the commitment and attitudes of the management, union, and the employees of the organisation.

Need For Quality of Work Life for Working Women's:

As from an era "Men are bread winners, women are home-makers" It was the time when husband earns and wife's were staying at home, busy with family chores. But now the time has

changed Muslim women's are becoming professional and they are also earning. Women are allowed to work in Islam, subject to certain conditions, such as if a woman is in financial need and her employment does not cause her to neglect her important role as a mother and wife. Though the women have come out to work but still they have to cook and look after the children's. So how does she balance her work with life at home? Muslim women's in India are still struggling to establish their own identity. They have to face difficult situations because of competing demands between job and family life. But still Muslim women's are all the way to break the glass ceiling. Most Muslim women, because of familial or societal pressures, may find it difficult to continue in the same strain. The question is not whether this workplace environment is right or wrong but what can we do to make it favorable for both men and women? Where and how do we begin the process? The growing presence of professional women at workplace in India, as in other countries, is leading to a noticeable increase in dual role. Where the women try to manage work and non-work domains concurrently. The challenge in the work domain for professional Muslim women is pursuit and enhancement of dual careers, each with its demand on the commitment, time and energy of individual members. Therefore, there is an emerged need to pay attention on their quality of work life.

Definitions of Quality of Work Life:

There are no generally acceptable definitions about the term quality of work life. From the very beginning the term quality of work life has been defined differently by different psychologist, researchers and managers in their own respective ways to cover various aspects of quality of work life at large. Thus, these all can be made clearer by going through various definitions of quality of work life. They are as follows;

Taylor (1973) and Spink (1975) defined quality of work life as “the degree of excellence in the work and working conditions which contribute to overall satisfaction of the individual and enhance individual as well as organizational effectiveness”. On the other hand Lippit (1977) thought quality of work life as, “the degree to which work provides an opportunity for an individual to satisfy a wide variety of personal need to survive with some security, to interact with others, to have a sense of personal usefulness, to be recognized for achievements and to have an opportunity to improve one's skills and knowledge. Here Lippit covered the whole gamut of work life which may increase organizational effectiveness.

On the basis of the available survey of literature, Nedler and Lawler (1983) came to conclude that the definition of quality of work life underwent several changes and modification, with regard to its conceptual understanding. Infact they come across six significant definitions of the term which modified through various stages developing upon the type of work environment. According Robins (1990) QWL is “a process by which an organization responds to employee needs by developing mechanisms to allow them to share fully in making the decisions that design their lives at work”

Yousuf (1996) emphasized that quality of work life is a generic phase that covers a person's feelings about every dimension of work including economic rewards, benefits, security, working conditions, organizational and inter-personal relations and their intrinsic measuring. De (1997) believes that quality of work life is an indication of how free a society is from exploitation, injustice, inequality, oppressions and restrictions on the continuing growth of an individual.

Proceeding with the previous definitions, Lau, Wong, Chan and Law (2001) operationalized quality of work life as the favorable working environment that supports and promotes satisfaction by providing employees with rewards, job security and career growth. Indirectly the definition indicates that an individual who is not satisfied with reward may be satisfied with the job security and to some extent would enjoy the career opportunity provided by the organization for their personal as well as professional growth.

In the recent past the definition of quality of work life given by Serey (2006) is quite conclusive and best meet the contemporary work environment. The definition is related to meaningful and satisfying work. It includes (1) an opportunity to exercise one's talents and capacities, to face challenges and situations that require independent initiative and self direction; (2) an activity thought to be worthwhile by the individuals involved; (3) an activity in which one understands the role the individual plays in the achievement of some overall goals; (4) a sense of taking pride in what one is doing and in doing it well. This issue of meaningful and satisfying work is often merged with discussions of job satisfaction, and believed to be more favorable to quality of work life. Quality of work life is defined by Lawler (2007) as "the employee perceptions of their physical and mental well-being at work".

This review on the definitions of QWL indicates that quality of work life is a multidimensional construct, made up of a number of interrelated factors that need careful consideration to conceptualize and measure. It is associated with job satisfaction, job involvement, motivation, productivity, health, safety and well-being, job security, competence development and balance between work and non-work life. The definitions also emphasize the good feeling perceived from the interaction between the individuals and the work environment.

DIMENSIONS OF QUALITY OF WORK LIFE:

Since early 1970s psychologist and managers become interested in studying various aspects of quality of work life and a number of attempts have been made to identify various dimensions of quality of work life. Some have emphasized the improvement of work conditions leading to better quality of work life, while other feel a fair compensation and job security should be emphasized. Walton (1975) one of the major interpreters of quality of work life movement has proposed eight main conceptual categories for understanding the concept of quality of work life. These are as follows:

- Adequate and fair compensation
- Safe and healthy working conditions

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- Development of human capacities
- Growth and security
- Social integration in work organization
- Constitutionalization in work organization
- Work and total life space
- Social relevance of work life

Heizel et al. (1993) proposed four dimensions of quality of work life as ;

- Growth
- Mastery
- Involvement
- Self control

European Foundation for the Improvement of Living and Working Condition (2002) has used different set of dimensions in their quality of work life studies. The dimensions of quality of work life selected are as follows :

- Health and well-being
- Job security
- Job satisfaction
- Competency development, and
- Work and non-work life balance

Quality of work life of employees has been widely studied and is it still has a greater focus on increasingly far more and more humanizing the job conditions as well as the total work environment from different angle. Thus, employee's quality of work life seems to be highly important because satisfaction of these people is a back-bone for organizational survival and development.

COMPONENTS OF QUALITY OF WORK LIFE:

A human being always functions within an environment composed of systems and subsystems, such as the physical environment, cultural environment, social environment and psychological close environment. These environmental influences imply that when criteria are considered, a wide range of factors has to be taken into account. Different categories of important job components are considered as a factor that influences the overall satisfaction with quality of work life. These are briefly discussed here as:

Demographic variables: Different authors placed emphasis on different demographic aspects. Nordenfelt (1993) commented on environmental influences. The physical environment within which the individual functions, forms the basis for his or her action On the other hand Mutran et al. (1997) researched gender differences against other variables, such as age, career phase, education and occupation in order to explore their assessment of the quality of time spent at work and their satisfaction with work. Goodman (1999) viewed power as the most valuable construct, and individuals with more seniority in the organization feel more empowered, while variables such as gender and race had no significant effect on feelings of empowerment.

Intrinsic versus Extrinsic Job Factors: considerations in the distinction between intrinsic and extrinsic job factors, that have to do with satisfaction with quality of work life, are described by Warr (1987), Deci and Ryan (1985), Thomas and Velthouse (1990) and Snelders (1996). Extrinsic factors concern aspects of a job that form the background or context to the task itself. It consists of activities that are externally motivated by rewards and it is carried out only because of its effects. Intrinsic factors cover aspects inherent in the conduct of the job itself. It consists of activities that are intrinsically motivating, meaning that they are rewarding by themselves.

Social factors: Social factors include social support which occurs in the form of comfort and emotional security, direct help with things like money or practical assistance and information, which can help people to solve their problems and reach decisions about their situations (Payne, 1987).

Organizational climate: Field and Abelson (1982) see job satisfaction and the climate of the organization as related. They found that the more an area of work is valued, the higher the relationship between the climate and satisfaction. They refer to experiments where different climates were created and it showed that different climates contribute to different levels of job satisfaction.

APPLICATIONS OF QUALITY OF WORK LIFE AND ITS POSITIVE EFFECTS:

QWL and career satisfaction: Career satisfaction is defined as the satisfaction individual derive from intrinsic and extrinsic aspects of their careers, including pay, advancement and developmental opportunities (Greenhaus et al. 1990). This is in contrast to job satisfaction defined as pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences. On the other hand quality of work life focuses on the effects of employment on health and general well-being and ways to enhance the quality of a person's on the job experience. Quality of work life is much broader and more diverse than organizational development, in ensuring adequate and fair compensations, opportunities for personal growth and development, satisfaction of social needs at work, protection of employee rights, compatibility between work and non-work responsibilities and the social relevance of work-life (Walton, 1975; Davis et al, 1975). Thus, employees during their career will like to experience growth and development, a sense of where one is going in one's work life.

QWL, Health and well-being: Health and well-being of quality of work life refer to physical and psychological aspects of an individual in any working environment. Asakura and Fujigaki (1993) examined the direct and indirect effect of computerization on workers health and well-being. Their results were similar to the study of Iacovides, Fountoulakis and Kaprins (2003) that higher job demand leads to higher strain work environment; hence, it affects their health and well-being. An unstrained work environment ensures good health and psychological conditions which enable the employees to perform job and non-work related functions without inhibitions. Thus, it leads to an un-stressful work environment providing comfortable work life.

QWL and Mental Health: A primary indicator of good or poor mental health is the level and quality of a person's effective well-being. The primary concern here is with feelings of happiness, satisfaction, high self esteem, interest in the environment and other positive emotions; or with anxiety, tension, depression, apathy, and a sense of hopelessness and generalized feelings of distress (Warr, 1987). The ultimate evaluation of the quality of life is commonly regarded by researcher as 'satisfaction with life' or happiness. Indeed, satisfaction and happiness are considered synonymous by some researchers; other suggested a relationship between these two as important dimension of quality of working life (Mukharjee, 1989).

QWL and Satisfaction/ Dissatisfaction: Satisfaction has emotional or affective components. In everyday language, satisfaction/ dissatisfaction are a feeling which determines the employee's job related behaviour. According to Seashore (1975), job satisfaction should be regarded as an attitude resulting from two concurrent, continuing evaluations in which the individual assesses his job and work environment as he perceive them; that is, whether they are likely to aid or undermined the realization of his basic values and the needs and life goals associated with it. On the other hand if the worker experiences dissatisfaction with the job or some aspect of it, he/ she will seek and find accommodation in some way. Thus, dissatisfaction is generally an unstable and transitional state. The dissatisfied job occupant will normally find ways to change his job or rationalize a change in his evaluation of it.

CONCLUSION

Quality of work life has gained a lot of importance in organizations today. The success of any organization is highly dependent on how it attracts recruits, motivates, and retains its workforce. Traditionally, Muslim females are less privileged to join the labor force, because of several social, cultural and religious norms. If they join any organization then they have to face some problems like family challenges due to which it hampers the organizational progress.

It is to be understood that the burden of managing work and family among the women professionals can result in negative mental and physiological health outcomes like, high blood pressure, headache, depression etc. Along with it acts as a barrier in their career. In this competitive environment, when the numbers of Muslim women professionals are increasing rapidly, the organization must think for providing better quality of life. They should think on the sensitive issues of making a family-friendly environment.

Ways to improve Quality of Work Life:

- The organization should go for flexible working hours.
- Childcare leave.
- Flexibility in Work location (Work from Home/Telecommuting).
- Job-sharing.
- Job Security and Safety.
- Participation in decision making.
- Providing prayer facilities.

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- Emergency care facilities for children's, elders.
- Support them for non-work commitments.
- Increased concern over female employees issues.
- Focus on skill development programmes for female employees.
- Building up Stress resilience through 'Well ness' programs.
- Redesigning work according to the employee's interests.
- Organization should develop Employee Assistance programs for those with family problems.

The Indian organization has to understand that societal expectations and family responsibilities do come in the way of Muslim female professionals and their career. It would help the organization to pool the talented women professionals at every level. The organization should encourage family-friendly practices. They should ensure for various work-life requirements which would help the Muslim women professionals to balance their work and family responsibilities. It's very necessary to understand that the married woman with children requires more organizational support than the unmarried and married females with no children. So it's the prime responsibility of the employers to take care while designing the human resource policies so that they can best utilize the women's potential

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Effects of Yoga, Exercise and Prayer on the Quality of Life

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ABSTRACT

Background of the study: This paper aims to find out the effects of Yoga, Exercise and Prayers on the quality of life of people. It is found that people who regularly practice yoga or do exercise and indulge in continuous prayers which is a kind of meditation are healthier and living a peaceful life. It gives them an inner strength which is helpful in leading a quality of life. Practising yoga or exercise and the daily prayers unites the mind and the heart of the individual and people are able to perceive the inner and outer world more positively. **Material and Method:** 30 subjects aged 18-60 years who regularly practice yoga or any exercise and indulge in regular prayer will be randomly taken and the questionnaire of WHO quality of life (WHOQOL-BREF) will be administered. **Result and Discussion:** The result of this study shows that there is a positive effect of yoga, exercise and prayer on the quality of life. Individuals who practise yoga, exercise and indulge in daily prayers are more satisfied healthy and there is a connection between their mind and body.

Keywords: Yoga, prayer, exercise, Quality of Life.

Yoga is a Hindu spiritual and ascetic discipline a part of which, including breath control, simple meditation and the adoption of specific bodily postures, widely practised for health and relaxation.

The word Yoga comes from the Sanskrit root yuj, which means “to join” or “to yoke”. Yoga is a practical aid, not a religion. It is an ancient art based on a harmonizing system of development for the body, mind and spirit. The continued practice of yoga will lead us to a sense of peace and well-being and also a feeling of being at one with our environment. Its practice makes the body strong and flexible, also improves the functioning of the respiratory, circulating, digestive and hormonal systems. In yoga through a step by step process we try to dissolve the ego consciousness in the soul consciousness. The Yoga Upanishads identify four types of yoga- Mantra yoga, Laya yoga, Raja yoga and Hatha yoga. In a German study published in 2005, 24 women who described themselves as “emotionally distressed” took two 90 minute yoga classes

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for a week for three months. Women in a control group maintained their normal activities and were asked not to begin an exercise or stress reduction program during the study period. At the end of the three months, women in the yoga group reported improvements in perceived stress, depression, anxiety, energy, fatigue and well-being. One uncontrolled, descriptive 2005 study examined the effects of a single yoga class for inpatients at a New Hampshire psychiatric hospital. The 113 participants included patients with bipolar disorder, major depression, and schizophrenia. After the class, average levels of tension, anxiety, depression, anger, hostility, and fatigue dropped significantly, as measured by the Profile of Mood States, a standard 65-item questionnaire that participants answered on their own before and after the class. Patients who chose to participate in additional classes experienced similar short-term positive effects.

Further controlled trials of yoga practice have demonstrated improvements in mood and quality of life for the elderly, people caring for patients with dementia, breast cancer survivors, and patients with epilepsy. In a 2011 study, funded by (NCCIH) National Centre for Complementary and Integrative Health, researchers compared yoga with conventional stretching exercises or a self care book in 228 adults with chronic low back pain. According to the 2007 National health Interview Survey (NHIS), which included a comprehensive survey on the use of complementary health approaches by Americans, yoga is the sixth most commonly used complementary health practise among adults. More than 13 million adults practised yoga in the previous year and between 2002 and 2007 NHIS use of yoga increased by 1% or 3 million people approximately.

Exercise:

Exercise is physical activity that is planned, structured and repetitive for the purpose of conditioning the body. Exercise consists of cardiovascular conditioning strength and resistance training and flexibility. Exercise is essential for improving overall health, maintaining fitness and helping to prevent the development of obesity, hypertension and cardiovascular disease. Surveys conducted by the Centres for Disease Control and Prevention (CDC) indicate that 61.5% of children aged 9 to 13 years do not participate in any organised physical activity (for example sports, dance classes) and 22.65 are not physically active during their free time. According to the American Obesity Association, approximately 30% of children and adolescents aged 6 to 19 years are overweight and 15% are obese. Exercise can be divided into three broad categories- Aerobic, Anaerobic and Agility training. Aerobic exercise has the aim of improving the body's consumption of oxygen. Most aerobic exercises are done at moderate levels of intensity for a longer periods compared to other categories of exercise. The aim of anaerobic exercise is to build power, strength and muscle. The muscles are exercised at high intensity for short durations that is no more than two minutes. Agility training aims to improve a person's ability to speed up and slowdown, change directions while maintaining balance and control. During 2010 a study was conducted by Randi Jepsen, Eivind Aadland, John R. Anderson and Gerd K Nating, in which a total of 49 severely obese individuals who began a lifestyle intervention programme in Western Norway agreed to participate. Research suggests that physical activity plays a role in weight reduction and improved health. There is a positive relationship between physical activity and life

satisfaction. A Surgeons General's report (Anonymous 1996) addresses the finding that continuous and consistent physical activity is proven to enhance longevity and the quality of life for people of all ages. The report notes that although it has been recognized for years that regular physical activity can lead to substantial health benefits, also promotes psychological well-being and reduce feelings of anxiety and depression.

Prayer:

The word prayer is derived from the two Sanskrit words 'pra' and 'artha' meaning pleading fervently. In other words, it is asking God for something with intense yearning. Prayer includes respect, love, pleading and faith. By praying, we express our helplessness and endow the doership of a task of God. Praying benefits us at a level of action, thought and attitude. It is an effective means of awakening our spiritual emotion (bhav) and experiencing communication with God and the Bliss (Anand) that results from it. There are five major types of prayers:

1. Adoration- In this we praise the greatness of God and we acknowledge our dependence on him in all things.
2. Expiation- In this prayer we acknowledge our sinfulness and ask God for His forgiveness and mercy.
3. Love- Prayers of love and charity are just that expressions of our love for God, the source and object of all love.
4. Petition- In this we ask God for things we need- primarily spiritual needs but physical needs as well.
5. Thanksgiving- Perhaps the most neglected type of prayer is the prayer of thanksgiving.

A study was conducted by Masoud Bahrami, Elaheh Balouchestani, Alireza Amini and Maryam Eghbali for assessing the effect of two praying methods on the life quality of patients suffering from cancer. The present study was conducted in two-staged clinical trial using pre-post test administration in which the researcher examined the effect of two individual and choral praying methods on the life quality of 70 cancer stricken patients. Data collection was performed by World Health Organization Brief Life Quality Questionnaire. The findings indicated the positive effect of praying and supplication on the life quality of cancer stricken patients.

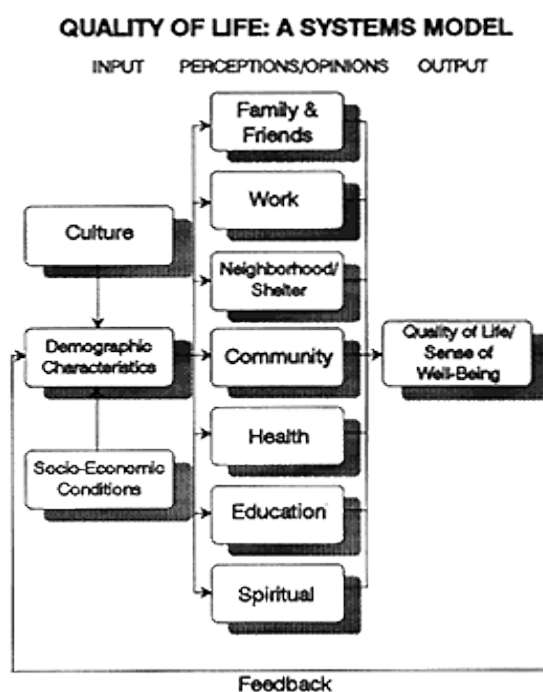
Quality Of Life:

Quality of life is a general well-being of individuals and societies. Quality of life has a wide range of contexts, including the fields of international development, health care, politics and employment. Quality of life should not be confused with the concept of standard of living, which is based primarily on income. Standard indicators of the quality of life includes not only wealth and employment but also the built environment, physical and mental, health, education, recreation and leisure time and social belonging. According to ecological economist Robert Costanza: While Quality of life has long been an explicit or implicit policy goal, adequate definition and measurement have been elusive. Diverse "objective" and "subjective" indicators across a range of disciplines and scales and recent work on subjective well-being (SWB) surveys

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and the psychology of happiness have spurred renewed interest. Quality of life may be defined as subjective well-being. Recognising the subjectivity of quality of life is a key to understanding this construct. Quality of life reflects the difference, the gap, between the hopes and expectations of a person and their present experience. Human adaptation is such that life expectations are usually adjusted so as to lie within the realm of what the individual perceives to be possible. This enables people who have difficult life circumstances to maintain a reasonable Quality of life. (Janssen Quality-of-Life Studies).

The approach to the measurement of the quality of life derives from the position that there are a number of domains of living. Each domain contributes to one's overall assessment of the quality of life. The domains include family and friends, work, neighbourhood (shelter), community, health, education, and spirit.



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OBJECTIVE

- To find out the effects of yoga, exercise and prayer on quality of life.

METHODOLOGY

Participants:

The present study was conducted on 60 subjects of the age group between 18 years to 50 years among them 30 were those who regularly practise yoga, exercise and perform regular prayers and the rest 30 were non yogic. The sample was selected randomly.

Procedure:

The research data was collected by different subjects individually by administering WHOQOL-BREF developed by WHOQOL group and contains a total of 26 questions. 24 items are based on

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a 4 domain structure that is, Physical health, Psychological, Social Relationships and Environment, in addition 2 items are from the Overall Quality of Life and General Health facet. The items are based on 5 point Likert Scale ranging from very poor, poor, neither poor nor good, good and very good. Prior to data collection, the researcher has to establish rapport with the subjects and also keeps in mind the subject's readiness to support the purpose. The subjects also told that their responses would be kept confidential and should be utilised for research purpose only. After the completion of this task the data was analysed and interpreted by using appropriate statistical techniques.

RESULT AND DISCUSSION

The data of the present study was obtained from 30 yogic and 30 non yogic subjects in order to find out the difference in the quality of life of the two groups. The result of this analysis is shown in different tables which are as follows:

TABLE-1, Showing The Comparison Of Total Physical Health Of Yoga And Non-Yoga Practitioners:

Groups	N	M	S.D	T
Yoga practitioners	30	26.13	2.801	3.429
Non Yoga practitioners	30	23.67	2.771	3.429

Table 1 shows the comparison between the physical health of yoga practitioners and non-yoga practitioners. The mean score of yoga practitioners is 26.13 and for non-yoga practitioners it is 23.67. The standard deviations are 2.801 and 2.771 respectively. The t-value is 3.429 which is significant at .01 level of significance indicating a significant difference between the physical health of yoga practitioners and non-yoga practitioners.

TABLE-2, Showing The Comparison Of Total Psychological Health Of Yoga And Non-Yoga Practitioners:

Groups	N	M	S.D	T
Yoga practitioners	30	24.37	1.884	5.008
Non Yoga practitioners	30	20.93	3.248	5.008

Table-2 shows the comparison between the psychological health of yoga practitioners and non-yoga practitioners. The mean score of yoga practitioners is 24.37 and for non-yoga practitioners is 20.93 and their standard deviations are 1.884 and 3.248 respectively. The t-value is 5.008 which is significant at .01 level indicating a significant difference between total psychological health of yoga and non-yoga practitioners.

TABLE-3, Showing the comparison of the social relationships of the yoga and non-yoga practitioners:

Groups	N	M	S.D	T
Yoga practitioners	30	11.73	1.552	3.259
Non Yoga practitioners	30	10.10	2.264	3.259

Table-3 shows the comparison between the social relationships of yoga practitioners and non-yoga practitioners. The mean score of yoga practitioners is 11.73 and for non-yoga practitioners is 10.10 and their standard deviations are 1.552 and 2.264 respectively. The t-value is 3.259 which is significant at .01 level indicating a significant difference between the social relationships of yoga and non-yoga practitioners.

TABLE-4, Showing the comparison of the environment of yoga and non-yoga practitioners:

Groups	N	M	S.D	T
Yoga practitioners	30	30.43	3.471	3.428
Non Yoga practitioners	30	27.37	3.459	3.428

Table-4 shows the comparison between the environment of yoga practitioners and non-yoga practitioners. The mean score of yoga practitioners is 30.43 and for non-yoga practitioners is 27.37 and their standard deviations are 3.471 and 3.459 respectively. The t-value is 3.428 which is significant at .01 level indicating a significant difference between the environment of yoga and non-yoga practitioners.

TABLE-5, Showing the comparison of the total quality of life of yoga and non-yoga practitioners:

Groups	N	M	S.D	T
Yoga practitioners	30	93.40	6.836	5.714
Non Yoga practitioners	30	81.90	8.648	5.714

Table-5 shows the comparison between the total quality of life of yoga practitioners and non-yoga practitioners. The mean score of yoga practitioners is 93.40 and for non-yoga practitioners is 81.90 and their standard deviations are 6.836 and 8.648 respectively. The t-value is 5.714 which is significant at .01 level indicating a significant difference between the total quality of life of yoga and non-yoga practitioners.

CONCLUSION:

The research study has described various aspects of the effectiveness of yoga, exercise and prayer on the quality of life. People are often neglected of their health and inner peace. They try to find happiness in materialistic world but fail to do so because there is no connectivity between their mind and body. Until and unless our soul and mind will not be in the state of complete peace we are not able to lead a satisfactory life. Not only the healthy soul is important but also the healthy body is very essential. With regular practise of yoga one can gain the inner harmony as well as it helps in controlling a number of medical problems like respiratory, digestive, hormonal, etc. Exercise helps in maintaining the fitness of the body and avoids obesity, heart problems, etc. Prayer helps in connecting with the God and provides a sense of satisfaction. Although people now a days are becoming aware of their problems and the effectiveness of the methods discussed above but still there is a need of more research in this field.

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Job Satisfaction of Anganwadi Teacher's: A Study

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Keywords: *Job satisfaction, Anganwadi Teacher, Life, Health.*

Early childhood is one of the most crucial and formative period in the life of any individual. Many psychologists believed that the first six years in the life of an individual is very significant period in the developmental stages especially its lays foundation for healthy and wholesome development of the personality. The research studies proved that pre-school education plays a crucial role in the development of young children before they enter into formal schooling. The pre-school education prepares the child for tomorrow and also helps in his/her cognitive development. Pre-school education is considered to be very significant for the child as it is the first step towards entering into the world of knowledge as well as a healthy person. It aims at satisfying the Childs physical, mental, emotional and social needs. Pre-school education helps in laying down a healthy foundation for the all round development of the child. It allows the children to expose their inner skills and talents, so that the children develop their personality. It also provides opportunity to the children to give vent to their inner desires in a positive way.

Pre-school education teaches not only social skills to the children and also develops their ability to adjust in its school environment and also teach them how to deal with bullies. Good Pre-primary schools ensure the children to attend the school happily instead of avoiding and hesitant to go to school due to bullies. Pre-school attract the children by providing toys, showing pictures and by using play way method of instruction and also giving lot of freedom to them. Pre-Schooling encourages group activities, at the same time they teach the importance of discipline. A child to grow into a healthy, socially well adjusted individual, pre-school education is essential.

Need of the study:

Teacher plays a pivot role in system of education as the saying goes 'Teachers are the real Architects a Nation'. The greatness of any country does not depends on huge buildings, gigantic projects and on large armies, but it is on the quality of her citizens. It is the teacher who plays a vital role in shaping the future citizens of a country by paying much attention on the young

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children who were entrusted to their care. The teacher is one who not only a interpreter of culture and dispenser of knowledge but also builds right attitudes, Inculcate values and beliefs. By noticing the importance of teacher, various commissions and committees made several recommendations on teacher training from pre-school education to Higher Secondary Education.

In this context teacher's job satisfaction is very much essential. In the field of education job satisfaction is a crucial factor in promoting quality education. If the teachers are not happy in their profession they may not disseminate proper knowledge, required skills to the students. In view of Hippck Job Satisfaction is any combination is of psychological, physiological and environmental circumstances that cause a person to faithfully say "I am satisfied with my Job". So it is very clear that any person in any job must be satisfied with their work. The satisfaction in job will give better results in any organization. When we talk about education system, Teacher's play enamors role so that they should be satisfied in their job. Job Satisfaction of a person is related to so many other areas like Job environment, Nature of job, co-workers, salary, students so on and so forth, with all these dimensions a teachers Job Satisfaction is linked. As we discussed earlier Pre-Primary education is the bed rock for the future of the child. A teacher who teaches in Pre-Primary school i.e. Anganwadi School, who is called as Anganwadi teacher or Anganwadi worker also need Job Satisfaction. Through various reach studies it is came to know that may teachers from pre-school to university level that they are not satisfied with their job. Therefore the researcher made an attempt to find out the job satisfaction of Anganwadi teachers in Kuppam and Gudipalli mandals. These two mandals are named as backward mandals in Chittoor District. Most of the people living in these mandals are illiterates and working in fields as daily labourers and many are moving to nearby city to earn their livelihood. Parents leave their children at home or in anganwadi centres and go to their work places. The Anganwadi teachers are taking care of the many young children as and playing a vital role in looking after and providing balanced food given by the government for them. Hence at this juncture the researcher felt it in the need of the hour to find out the job satisfaction of Anganwadi teacher working in Kuppam and Gudipalli mandal of Chittoor District.

OBJECTIVES:

1. To assess the level of Job Satisfaction of Anganwadi teachers.
2. To find out significant difference if any in the Job Satisfaction of Anganwadi teachers with respect to their Age, Educational qualifications and Experience.

Hypotheses:

- There is no significant difference in the Job Satisfaction of Anganwadi Teachers due to variation in their
 - i) Age.
 - ii) Educational qualification.
 - iii) Experience.

METHODOLOGY

By noticing the purpose and scope of the study, the researcher adopted normative survey method.

Local and Sample of the Study:

To study the present problem the researcher selected Kuppam and Gudipalli mandals in Chittoor District of Andhra Pradesh. There are 84 Anganwadi centers in the two mandals. For the purpose of the study the investigator selected 50 Anganwadi centers by using “Simple Random Sample Technique” the teachers who are working in the 50 selected mandals were considered as sample of the study. Thus the total sample of the study is 50 Anganwadi teachers.

Tool:

After thorough review of research studies conducted by Amarnath Babu, (2003), Rao, (2005), Kumar and Mathu, (2008), Reddy, (2007 and 2010) on Job Satisfaction, the researchers developed her own tool and establish validity and reliability of the tool. The tool consisted of five dimensions, i.e. i) Satisfaction with organization, ii) Satisfaction with the profession, iii) Satisfaction with self, iv) Satisfaction with Stake holder, v) Satisfaction with the Supervisors and co-workers.

Data Analysis:

Depending upon the nature of the study appropriate statistical techniques were employed like percentages, ± 1 SD, Mean, SD, t-test and ‘F’ ratio.

RESULTS AND DISCUSSIONS

Job Satisfaction of Anganwadi Teachers

One of the major objectives of the study is to assess the job satisfaction levels of Anganwadi Teachers working in Kuppam and Gudipalli mandals. For this, the investigator has taken up item wise analysis. Mean and SD for each item has been calculated. Based on mean ± 1 SD, the job Satisfaction statements has been divided into three groups, i.e. low, moderate and high levels. The same is presented in table-I and interpreted accordingly.

Table-1: Mean Job Satisfaction Scores and the Levels of Job Satisfaction of Anganwadi Teachers

S. No.	Job Satisfaction of Anganwadi Teachers	Mean Score	Level of Job Satisfaction
I. Satisfaction with the Organisation			
1.	I am happy with the favorable environment for working in my Anganwadi centre	4.6	M
2.	It gives me pleasure in performing multiple roles in Anganwadi Centre	4.98	M

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3.	Due to work stress I am unable to fulfill my work properly	4.1	M
4.	It gives me pleasure while teaching as the centre got adequate teaching learning material, for example toys which facilitate to work comfortably	4.6	M
5.	Our Anganwadi centre has its own building.	2.88	L
6.	I feel difficult in my Anganwadi centre due to more student strength	3.6	L
7.	I feel it difficult to participate in each and every activity in the Anganwadi centre	3.6	L
II. Satisfaction with the Profession			
9.	Compare to other professions, Teaching is a dignified profession	4.92	M
10.	I forget my sorrows and problems while I am working with children	4.9	M
11.	I have self satisfaction in my profession	4.7	M
12.	I am not happy satisfied with my profession	3.66	L
13.	My works demands more, but paid only less salary	3.44	L
14.	I am doing my work with sincerity and commitment	4.9	M
III. Satisfaction with the Self			
15.	Teaching Profession gives me self Satisfaction	4.98	M
16.	Teaching in Anganwadi Centre is peaceful	4.88	M
17.	I decided to continue in this profession	4.94	M
18.	As I am providing good nutrition food to the children's as per government rules I am satisfied	4.96	M
19.	I am happy that the pregnant women the village are benefited out of my job	4.96	M
IV. Satisfaction with the stake-holders			
20.	It is difficult to deal with parents while conducting meeting in the Anganwadi Centre	4.68	M
21.	I feel so difficult in my Anganwadi centre because we don't have drinking water and toilet facilities.	2.6	L
22.	I have sufficient time for recreation and looking after the welfare of my family.	4.96	M
23.	I enjoy my work more than my leisure	4.98	M
24.	Aya in the Anganwadi centre is not regular which is disturbing me to perform my job.	3.32	L
25.	I am getting a salary commensurate with my work.	3.02	L
26.	There are opportunities for promotion in my Job.	3.30	L
27.	My friends and relatives pay due regard to my profession	4.94	M

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V. Satisfaction with the Supervisors and Co-workers			
28.	My supervisors are providing adequate supportive system.	4.96	M
29.	My colleges extend supportive system whenever needed.	4.26	M
30.	I am able to develop rapport with my colleges and happily adjusted.	4.82	M
31.	There is freedom for me to plan my work	4.8	M
32.	Good relationship exists between teacher and students in my Anganwadi centre.	4.74	M
33.	There is security of Job as long as I do good work.	4.9	M
34.	I receive appreciation for my good work from my superiors	4.52	M
35.	My fellow workers are always ready to render their help when I need it	4.92	M
36.	I feel a sense of dignity in the job	5	M

Note: Level of Job satisfaction

1. Low level – 3.6 and below
2. Moderate level – 3.6 to 5.1
3. High level – 5.2 and above

Table - I shows that in first dimension the Anganwadi Teachers possess low level of job satisfaction in S.No. 6,7 and 9, moderate level of job satisfaction in S. No. 1,2,3 and 5.

In the dimension 'satisfaction with the Profession, the Anganwadi Teachers possess low level of job satisfaction in S.No.13, 14 moderate level of job satisfaction in S.No. 10, 11, 12, 15.

In the third dimension i.e., 'satisfaction with the self the Anganwadi teachers possess moderate level of job satisfaction in all statements [S.No. 16, 17, 18, 19 and 20].

In case of 'satisfaction with the stake-holders', the Anganwadi Teachers possess low level of job satisfaction in S.No.22, 24 and moderate level of job satisfaction in S.No.21, 23, 25, 26 and 27.

In 'satisfaction with supervisions & co-workers' the Anganwadi Teachers possess moderate level, of job satisfaction in all statements (S.No. 28, 29, 30,31, 32, 33, 34 and 35).

As a whole, out of 35 statements Anganwadi Teachers possess low level of job satisfaction in 8 statements, while the Anganwadi Teachers possess moderate level of job satisfaction in 27 statements.

Job Satisfaction of Anganwadi Teacher's – A Study

Table – 2: Mean and SD, of the Job Satisfaction Scores of Anganwadi Teachers with different Age groups and the calculated t-values

S. No.	Job Satisfaction Dimensions	Age Group				Calculated 't' value
		Below 30 yrs (N=23)		31 yrs and above (N=27)		
		Mean	SD	Mean	SD	
1	Satisfaction with the Organization	36.9	4.7	35.7	5.2	@0.2
2	Satisfaction with the Profession	26.4	2.97	25.1	3.4	@0.37
3	Satisfaction with the Self	19.8	0.81	19.7	1.0	@0.5
4	Satisfaction with the Stake Holders	34.4	3.2	34.5	3.3	@0.1
5	Satisfaction with the Supervisors & Co-workers	37.1	3.2	38.7	1.75	*2.4
6	Job Satisfaction as a whole	154.6	14.8	154.7	14.6	@0.01

Table–2 shows that the obtained 't' value with respect to the dimensions satisfaction with the organization (0.2), satisfaction with the Job (0.37), satisfaction with the stake holders (0.1) and satisfaction with the satisfaction with the self (0.5) are not significant at 0.05 level. It can be that the Anganwadi Teachers belonging to below 30 years and 31 years and above years of age group are not significantly differ in their job satisfaction.

Hence, the formulated hypothesis, 'there is no significant difference in the job satisfaction of Anganwadi teachers due to variation in their Age' is accepted with respect to the dimensions of satisfaction with the organization, satisfaction with the Profession, satisfaction with the self, satisfaction with the stake holders and job satisfaction as a whole and the same hypothesis is rejected with respect to the dimension satisfaction with the supervisors and co-workers (2.4) and significant at 0.05 level. It can be said that the Anganwadi Teachers belonging to below 30 years and 31 years and above age group significantly differ in their job satisfaction. Further the mean values reveals, that the teachers belonging to 31 years and above age group enjoy high level of job satisfaction when compared to the Anganwadi teachers belonging to below 30 years of age group.

Job Satisfaction of Anganwadi Teacher's – A Study

Table – 3: Mean and SD, of the Job Satisfaction Scores of Anganwadi Teachers and the calculated 't'-values based on their Educational Background

S. No.	Job Satisfaction Dimensions	Educational Qualification				Calculated 't' value
		X Class (N=36)		Intermediate and above (N=14)		
		Mean	SD	Mean	SD	
1	Satisfaction with the Organization	36.4	4	26.7	3.02	*8.6
2	Satisfaction with the Profession	27.08	3.7	26.7	3.02	@0.1
3	Satisfaction with the Self	19.86	0.82	19.5	1.2	@1.38
4	Satisfaction with the Stake Holders	32.6	4.4	36.2	3.05	@0.3
5	Satisfaction with the Supervisors & Co-workers	38.86	3.7	39.5	1.11	@0.09
6	Job Satisfaction as a whole	154.8	16.6	148.6	11.4	@0.3

Table-3, shows that the obtained t-values with respect to the dimensions satisfaction with the Profession (0.1), satisfaction with the self (1.38), and satisfaction with the stake holders (0.3) Satisfaction with the supervisors and co-workers (0.09) are not significant at 0.05 level. Hence, it can be said that the Anganwadi Teachers with X class, intermediate and above educational qualifications has not significantly differed in their job satisfaction.

Hence, the formulated hypothesis there is no significant difference in their job satisfaction of Anganwadi teachers due to variation in their educational qualifications' is accepted. Where as with respect to the satisfaction with the organization, the calculated't' value (8.6) which is significant at 0.05 level. Hence, the formulated hypothesis with respect to the dimension satisfaction with the organization is rejected.

It can be concluded that the Anganwadi Teachers with X class, intermediate and above education qualifications significantly differ in their job satisfaction. As a whole it can be said that the variable “Educational Qualifications” of Anganwadi Teachers has significantly influenced their job satisfaction. Further the mean values reveals that the teachers with X Class group enjoy high level of job satisfaction than the Anganwadi Teachers belonging Intermediate and above qualification. In other words, it is higher the educational qualification, higher will be the job satisfaction.

Table -5: Showing sum of Squares, Mean Squares of Anganwadi Teachers with varied Years of Experience and the calculated F-values

S. No.	Job Satisfaction of Anganwadi Teacher Dimensions	Source of variation	Sum of Squares	df	Mean square	F ratio
1.	Satisfaction with the Organization	Between groups	97.6	2	48.8	@1.2
		Within groups	77.5	47	1.64	
2.	Satisfaction with the Profession	Between groups	58.3	2	29.1	@0.3
		Within groups	18.7	47	3.8	
3.	Satisfaction with the Self	Between groups	146.4	2	73.2	@0.2
		Within groups	5.13	47	10.9	
4.	Satisfaction with the Stake Holders	Between groups	80.6	2	40.3	@0.7
		Within groups	115	47	2.4	
5.	Satisfaction with the Supervisors & Co-workers	Between groups	98.3	2	49.1	@0.15
		Within groups	617.7	47	13.1	

Table-5 shows that the obtained F-values with respect to the dimensions satisfaction with the organization (1.2), satisfaction with the Profesion (0.3), satisfaction with the self (0.2), satisfaction with the stake holders (0.7), satisfaction with the supervisors & co-workers (0.15) are not significant at 0.05 levels. Therefore, it can be said. That the Anganwadi Teachers with 5years and below, 6-10 years and, 11 years and above years of experience has not significantly influenced their job satisfaction. Hence, the formulated hypotheses 'there is no significant difference in their job satisfaction of Anganwadi teachers due to variation in their years of experience is accepted.

From the above, it is concluded that the variable 'years of experience' of Anganwadi Teachers has not significantly influenced of their job satisfaction.

FINDINGS

1. The results reveal that out of 35 statements, Anganwadi Teachers possess low level of job satisfaction statements, in 8 statements and moderate level of job satisfaction in 27 statements. They haven't revealed high level of job satisfaction in any one statement.
2. The variable 'age' of Anganwadi teachers has not significantly influenced their job satisfaction.
3. The variable 'Educational qualifications' of Anganwadi teachers has significantly influenced their job satisfaction.
4. The variable 'Years of Experience' of Anganwadi Teachers has not significantly influenced their job satisfaction.
5. The null hypothesis stating that “There is no significant influence of age of Angawandi Teachers on the different dimensions towards job satisfaction” was accepted in all dimensions but rejected in case of satisfaction with the supervisors and co-workers.
6. The null hypothesis stating that “There is no significant influence of Education qualification of Angawandi Teachers on the different dimensions towards job satisfaction” was accepted in all dimensions but rejected in case of satisfaction with the organization.
7. The null hypothesis stating that “There is no significant influence of Years of Experience of Angawandi Teachers on the different dimensions towards job satisfaction” was accepted in all dimensions.

IMPLICATIONS OF THE STUDY

The study reveals that in most of the aspects the teachers possess only moderate level of job satisfaction. It is clear that there is a need for development of healthy relationships among workers apart from developing good communication channels between the supervisors and co-workers. It is also clear that in order to reduce their work load, one more Anganwadi Teacher should be appointed to share the roles. The student's teacher ratio should be reduced to Anganwadi Centre. The rules and regulations should be spelt out clearly in written by not giving any scope to ambiguity. Rules should be applied uniformly to all the Anganwadi Teachers without any favoritism to instill confidence in teachers on the management.

The infrastructure facilities should be developed in terms of adequate space for the teachers to sit and work, providing better work environment, safe drinking water facilities, adequate health care amenities within the school. Further, the salary structure is low to Anganwadi Teachers when compared to other teachers. It has to be enhanced on par with the other teachers which improves their job security.

Also, the Anganwadi Teachers possessing intermediate qualification enjoy high level of job satisfaction which suggests that Anganwadi Teachers should further given opportunity to possess higher education related to their profession in order to have high job satisfaction which in turn leads for good job performance.

Job Satisfaction of Anganwadi Teacher's – A Study

According to the many research studies the Anganwadi Teachers working in semi-urban Anganwadi centers possess high level of job satisfaction. Compare to rural areas. This gives scope to improve the Anganwadi centers located in rural areas on with the semi-urban Anganwadi centers.

CONCLUSION:

The study revealed that the Anganwadi teachers possessed moderate level of Job Satisfaction in the dimensions related to i) supervisors and co-workers, ii) stake holders, they possessed low level of Job Satisfaction with respect to organization and infrastructure facilities. Therefore, it is evident that there is a need of development of healthy relationships with supervisors and co-workers. There is a need of increasing the number of teachers according to the student strength, so that children can be given individual attention. Even the minimum qualifications of Anganwadi teachers should be changed from 10th class to intermediate along with pre-school teacher training. Therefore the teachers can understand the children's problem and also help for their all round development.

The infrastructure facilities should be adequate and maintained properly. Health care amenities must be provided for the children. School environment should be free from all barriers. The Salary component must be raised, on par with other teachers so that the Anganwadi teachers will get job security which inturn enhance their Job Satisfaction.

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Neuro- Psychological Assessment of the Suspect by Applying Brain Electrical Oscillation Signature (BEOS) Profiling

Test to Verify BEOS Principle

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ABSTRACT

Neuro-psychological assessment of the suspect by applying Brain electrical oscillation signature profiling (Brain mapping) test to verify BEOS principle. BEOS test is applicable in forensic field for detection of a person as suspect, accused, witness or complainant.

BEOS is based on EEG and its principle is neuro-psychology. Neuro-psychological criteria of BEOS system contains Experiential Knowledge (EK), Primary processing (PP), Encoding (EN), Emotional Response (ER), Activation Suppression (AS), Inattention (IN) ; etc. “32” electrodes EEG cap to be attached to a suspect and REM electrodes for rotatory eyes moment to be attached. An EEG gel to be fill for better conductivity.

Civil and criminal cases examined on BEOS system. As per NHRC guidelines a person willingly gave written consent to undergo for BEOS test as well as person’s jurisdictional court order to conduct a BEOS test is mandatory. Case related audio-visual pre-recorded probes presented to the suspect. Probes framed as neutral, general neutral and relevant point of view. A suspect has to seat in isolated room and he need not to give answer to the presented probes. “Right to remain silent” these constitutional rights are safe for suspect.

BEOS system does automatic EEG analysis and generates result in the form of Experiential Knowledge, Primary processing, Encoding, Emotional Response, Activation Suppression, Inattention.

Around 1420 sample of probes taken for neuro-psychological assessment. U/s: 302 of IPC’s real cases were taken and four person examined. Changes in the different frequency bands have different meaning in terms of cognitive and neuro psychological processing. In all four person’s BEOS automated result, i found Experiential Knowledge, Primary processing, Encoding,

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Emotional Response, Activation Suppression, Inattention shows different sum of digits. On that bases my first hypothesis depict wrong because BEOS is not analyzing total result. Result depends on person's fact of story and his involvement in the offense and these makes difference in the result of EK, PP, EN, ER, A Supp, and Inattention.

Sum of four person's result percentile shows above 95% suspect was aware during the BEOS test, so my second hypothesis "BEOS principle is neuro-psychology, it is baseless principle; which Ho is rejected because suspect was neuro-psychologically aware during BEOS test so that their results of EK, PP, EN, ER, A Supp, Inattention counted different values as per their involvement.

NABL Scope of Accreditation report mentioned that BEOS test is for verification of veracity of statement of the suspect, accused, witness, complainant and victim. BEOS instrument's range of testing and limits of detection is .99 (200). These research supports NABL scope report of BEOS range testing limits and makes confirmation that BEOS principle is neuro-psychology which is true.

Keywords: *Neuro-Psychology, Brain Electrical oscillation, Brain mapping, BEOS principle.*

Researcher applied (BEOS) Brain electrical oscillation signature profiling technique to analyze person's neuro-psychological awareness during the examination. In this research two cases and four person were examined. As per NHRC guideline all the four person willingly gave their written consent to undergo for BEOS test. Visual and audio probes were present as stimulation to the suspected person seated in a isolated lab. A first probe set contains person's narration and second set of probes remains hypothetical. Criminal and civil cases were examined on BEOS test. BEOS is noninvasive technique. Brain electrical oscillation signature profiling is based on the principles of neuro-psychology.

Researcher want to find out that related probes of suspect case matter makes neuro-psychological evocation or not during BEOS test. Case related probes framed by experts and pre-recorded probes presented to the suspect. Different scenarios are designed based on principles of encoding and retrieval of information. To test these hypotheses, event related items are used as probes designed in a consecutive and chronological manner to evoke the same neuro-psychological state as the perpetrator was in when the event occurred. These scenario and probes are documented as audio probes or data-bank, which is presented to the suspect/subject through a computer, monitored audio system in the brain lab. While suspect is listening to these event related scenario, activation of different areas of the brain is reached by an EEG-ERP system.

The ready-made software is used to derive epoch files for each probe separately. Software also generates readymade results based on statistical analysis. Analysis is carried out by the software program for left and right hemisphere electrodes separately and computed with different

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statistical analysis. Auto analyzed BEOS report taken for data analysis. The change in the power profile in each segment are classified into EK(Experimental Knowledge), EM response, NE response, Encoding present and primary processing present. Changes in the different frequency bands have different meaning in terms of cognitive processing. Software generates the result in the following category for the interpretation from the forensic angle. BEOS result and it's individual count of Experiential Knowledge, Primary processing, Encoding, Emotional Response, Activation Suppression, Inattention are granted for persons neuro-psychological assessment. Percentage counted from total number of probes of each sets elects neuro-psychological assessment of person who was aware during whole examination.

Dr. S.L Vaya (2005-2007), Additional Director and Principal investigator of National Resource center, Forensic Psychology DFS Gandhinagar, Gujarat, India. Book referred: Forensic Psychology's National Resource center (2013). In the year of 2003 BEOS system, procedure and it's report was examined for reliability and validity. Reliability and validity of BEOS system also verified by judicial magistrate and legal personal. This book supports experimental research results of BEOS that persons BEOS result based on memory, visual image, cognitive and neuro-psychological.

OBJECTIVE OF THE STUDY

BEOS is noninvasive technique. Brain electrical oscillation signature profiling is based on the principles of neuro-psychology. Researcher objective is to study and compare result of BEOS test to testify principal of BEOS test.

Hypothesis:

1. There will be no significant difference in neuro-psychological assessment of BEOS result like Experiential Knowledge, Primary processing, Encoding, Emotional Response, Activation Suppression, Inattention.
2. Brain electrical oscillation signature profiling is based on the principles of neuro-psychology, which is baseless principal.

METHOD

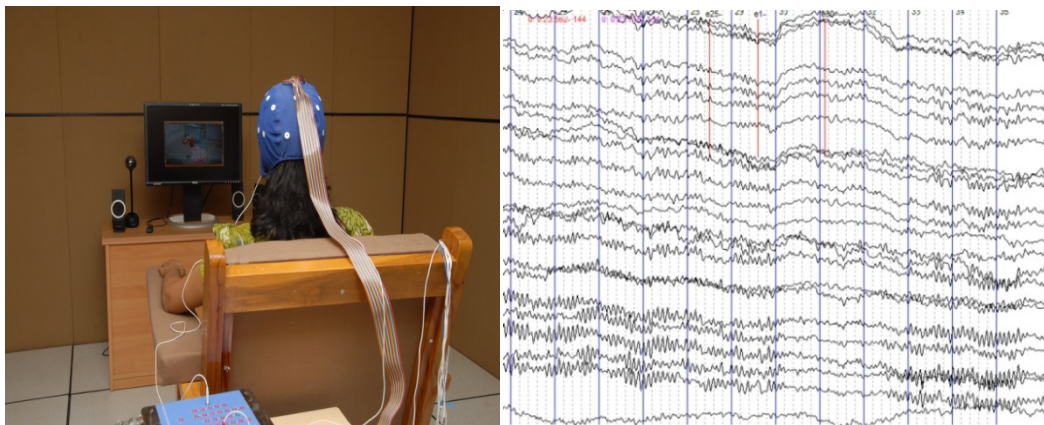
Sampling:

Samples were collected from DFS Gandhinagar Gujarat, Forensic Psychology Division, two cases and four subjects are taken for research. Prior oral permission of research is taken from concern officers. Around **1420 probes sample** framed as per the case and examined on BEOS. This research is not related to particular crime or suspect but it focused suspects' neuro-psychological assessment of awareness to particular probes. In this research nobody's feeling is hurt only auto analyzed digit data of BEOS result is taken for research.

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Tools:

BEOS (Brain electrical Oscillation Signature Profiling) system N.S.S system includes EEG, Head map generator and VASP system taken for probes recording. 32 electrodes EEG cap, EEG gel, REM sensors. N.S.S system is interconnected with three computers and Axonnet software.



Procedure:

As per NHRC rules, when person gave written consent then only BEOS test will proceed. Along with person's consent related jurisdictional court order is mandatory to conduct BEOS test. Under this test reserves the right of the subject to remain silent under Article 20 (3) of the constitution.

In BEOS test a EEG cap attached with 32 electrodes. 32 channels recording of the electrical activity of the brain was carried by placing 30 cephalic electrodes with reference electrodes in the ear lobes, and 2 channels for recording the eye movements. Initially the baseline recording was done with eyes closed and eyes opened. Then neutral probes were presented before presenting crime/event related probes in different scenarios to the subject and the EEG is acquired and analyzed electrical oscillation from the brain were picked up using electrodes placed at standard position such as:

FP1,FP2,AF3,AF4,F7,F3,F8,F4,FT7,FT8,FC3,FC4,T3,T4,C3,C4,TP7,CP3,TP8,CP4,T5,T6,P3,P4,O1,O2,Fz,Cz and CPz.

The subject has to seat in isolated lab room along. On BEOS test suspect's narration and hypothetical auditory probes and visual probes are presented. The changes in the power profile in each segment are classified into EK(Experimental Knowledge), EM response, NE response, encoding present and primary processing present. **Changes in the different frequency bands have different meaning in terms of cognitive and neuro psychological processing.** Software generates the result in the category for the interpretation from the forensic angle. 1. **Experimental Knowledge(EK):** Activity related to remembrance of the experience triggered by the probes present. Presence of significant increase in activation level is the base. 2. **Emotional Response (EM):** Encoding present accompanied by overwhelming blanking of further

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processing. Probe has produced significant decrease (presence of high level of Desynchronization) in the activity of delta, theta, alpha, beta, gamma bands or no change in the activation level in the above bands, during and after probe presentation. The response is an indication of emotional stunning on hearing the probe. 3. **Negative Response (NE)**: Probes had produced negative response equivalent N400. NE values are above 100 micro volts, it is treated as artifact. 4. **Encoding (En)**: this is used when the probes has produced significant increase in activation in the delta, beta, gamma bands but without increase in 0-2Hz activity. 5. **Primary Processing (PP)**: This is used when the probes had produced significant increase in activity only in the beta bands. 6. **Inattention (In)**: Activity related to registration of the probe is not detected.

On presentation of the probes, graph being generated and EK is elicited. BEOS is applicable in cases, wherein major offenses and some evidence is available. Later BEOS test result like experiential knowledge is elicited from the subject about the crime. The result is in the form of EEG and by EEG graph, system analyze automated result in the form of Experiential Knowledge, Primary processing, Encoding, Emotional Response, Activation Suppression, Inattention. Test procedure proceeds at about 45 minutes to 1 hour for per person per set of audio probes. During test person need not to answer to particular probe. Person have to seat quietly while audio probes presentation. Probes are not full question it's just short sentence which are pre-recorded in BEOS system. BEOS is known as (N.S.S) Neuro signature system.

Variable:

1. BEOS examine consider as independent variable.
2. Result (Scores) of BEOS is Dependent variable.

Data analysis:

BEOS auto analyzed result shows various digital values of EK, Encoding, Inattention etc., Which counted in percentage value.

Neuropsychological assessment of the suspect

	Set1	Set2	Set3	Total Probes	% of Neuro-Psy awareness
Suspect case (1) 15/B/24	Total :129 Probes presented	Total :133 Probes presented		262	-
Experiential Knowledge (EK)	15	17	Nil	32	12.21%
Primary Processing (PP)	37	42	-	79	30.15%
Encoding (EN)	71	73	-	144	54.96%
Emotional Response (ER)	0	0	-	00	00.00%

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Inattention (IN)	05	0	-	05	1.90% not counted
Activation Suppression (AS)	01	01	-	02	0.76%
Total Percentage of Neuro-psychological assessment of awareness during whole test					98.09%
Suspect case (2) 15/B/24	Total :132 Probes presented	Total :118 Probes presented	-	250	
Experiential Knowledge (EK)	23	06	-	29	11.6%
Primary Processing (PP)	34	36	-	70	25.0%
Encoding (EN)	64	69	-	133	53.2%
Emotional Response (ER)	04	03	-	07	2.8%
Inattention (IN)	04	01	-	05	2.0% not counted
Activation Suppression (AS)	03	03	-	06	2.4%
Total Percentage of Neuro-psychological assessment of awareness during whole test					95%
Suspect case (3) 15/B/24	Total :230 Probes presented	Total :196 Probes presented	-	426	
Experiential Knowledge (EK)	17	32	-	49	11.50%
Primary Processing (PP)	65	68	-	133	31.22%
Encoding (EN)	141	84	-	225	52.81%
Emotional Response (ER)	01	0	-	01	0.23%
Inattention (IN)	05	02	-	07	1.64% not counted
Activation Suppression (AS)	01	10	-	11	2.58%
Total Percentage of Neuro-psychological assessment of awareness during whole test					98.35%
Suspect case (4) 15/B/28	Total :154 Probes presented	Total :177 Probes presented	Total:151 Probes presented	482	
Experiential Knowledge (EK)	15	23	12	50	10.37%
Primary Processing (PP)	49	60	38	147	30.49%

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Encoding (EN)	83	82	91	256	53.11%
Emotional Response (ER)	02	03	02	07	1.45%
Inattention (IN)	01	06	05	12	2.48% not counted
Activation Suppression (AS)	04	03	03	10	2.07%
Total Percentage of Neuro-psychological assessment of awareness during whole test				1420	97.51%

RESULT AND DISCUSSION

1. Case no:1= Total percentage (%) of neuro-psychological awareness is : **98.09** %.
2. Case no:2= Total percentage (%) of neuro-psychological awareness is : **95.00** %.
3. Case no:3= Total percentage (%) of neuro-psychological awareness is : **98.35** %.
4. Case no:4= Total percentage (%) of neuro-psychological awareness is : **97.51** %.

On the basis of above percentile neuro-psychological assessment analyzed. It is clear that all four people were above 95.00% aware during their BEOS test. While remaining percentage counted as artifact, Inattention etc.

CONCLUSION

Here in this research first HO is = There will be no significant difference in neuro-psychological assessment of BEOS result like; primary processing, experiential knowledge, encoding, emotional response, activation suppression. These HO is rejected because in different criteria of BEOS automated analysis result shows percentile variation in primary processing, experiential knowledge, encoding, emotional response, activation suppression.

Second H/O= BEOS is based on the principles of neuro-psychology which is base less principle. These HO is rejected because EEG cap attached to a person and case related probes were presented during this procedure then suspect were aware in relevant, general neutral probes and neutral probes. All four person's neurological and psychological criteria like: primary processing, experiential knowledge, encoding, emotional response, activation suppression, were counted together so it shows above **95.00** % all four persons were neuro-psychologically aware during the BEOS test.

NABL Scope of Accreditation report (year: 2014) mentioned that BEOS test is for verification of veracity of statement of the suspect, accused, witness, complainant and victim. BEOS instrument's range of testing and limits of detection is **.99 (200)**. This research supports NABL report of 'BEOS range testing limits of detection'. Hence, the BEOS is bases on the principles of neuro-psychology which depict valid and true by this research.

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Career Choice Vis – A – Vis Personality Factors, Parental and Social Influence and Monthly Income of the Family – A Study

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ABSTRACT

Students in the modern and fast changing world are trying to choose their career in such a way which would ultimately help them to achieve their success in life. Career choice is a major life decision. Each and every individual is coping with dynamic world and its demands. The present investigation has been designed to study the personality factors and impact of parental and social influence on career choice of the students who want to choose their career as engineer. Accordingly, a group of 120 higher secondary students (under West Bengal Council of Higher Secondary Education) were selected as sample in this investigation. On the other hand, another group of 30 professionals who are engaged in the profession as engineer were also selected as sample in this investigation. Four tools, viz., (a) General Information Schedule (one for the students and the other for professionals), (b) Sixteen Personality Factors [Form-C] Questionnaire (1965), (c) Perceived Impact of Parental Influence Questionnaire and (d) Perceived Impact of Social Influence Questionnaire were used in this investigation. The overall findings reveal that those who want to choose their career as engineer is matched with the professionals. Personality factors take a vital role regarding career choice. The findings also reveal that there seems to be indication of moderate level of parental as well as social influence on career choice. Besides this, monthly income of the family and gender difference also have significant role in connection with career choice. Adequate measures may be taken by parents, teachers, counselors and other well-wishers who are able to help the students to choose a particular career for their future development.

Keywords: *Career, Personality Factors, Parental, Social Influence, Monthly Income, Family.*

During the twilight zone of his infancy a man learns to enjoy the presence of others and to achieve his goals with others' help and cooperation. These goals may be physical comforts, protection, survival etc. Different streams from the spectrum of knowledge – self-knowledge, knowledge from others and knowledge of the environment – all initiated and crystallized in this sacred place of him. A career is traditionally seen as a course of successive situation that make

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up a person's work life. Students in the modern and fast changing world are trying to seek for those careers which would ultimately led them to achieve fairly in life. Career choice is a major life decision. Career choice influence the way an individual feel about him/her, their life-style, the kind of colleagues, types of work environment and social relationship one will have. In the present scenario of competitive world everyone want to build up a solid and prosperous career which not only bring them handsome salary but also establish them in society as a worthy person, enhance their self-esteem. However, the choice of career by an individual is influenced by various factors and among them parental influence is very important. Students sometimes suffer from dilemma for choosing a particular career for their future development. In the present day scenario, not only students but also their parents are anxious and aware about the career choice of their children. Parents believe that right selection of career brings happiness and success in life. They always try to provide the requirement of their children as far as possible in spite of their limited resources. The relationship between specific parental behavior and career development of young adolescents was assessed by Keller and Whiston (2008). The findings reveal that parental behaviors tended to relate more to career decision making self-efficacy than to career maturity and also general psychosocial parenting behaviors appeared to be more salient than career focused parent behaviors. Lease *et al.* (2009) investigated the relations between the maternal/paternal attachment, parenting styles, locus of control, career decision self-efficacy and gender differences. Data analysis using hierarchical multiple regression revealed that attachment was relevant for females' career decision self-efficacy but not for men's. Authoritarian parenting styles were predictive of women's career decision self-efficacy. Another finding reveals that the role of parents in youth career development is generally acknowledged though, often, perfunctorily. This inquiry examines youth perceptions of parental influence on their career development. One can ask young men and women about specific career development attitudes and behaviors that bear on their relations with their parents. The results confirm the trend of recent studies that report compatibility between parent and youth values, aspirations, and plans. Of all the people to whom youth can turn for help with making career plans, most look to their mothers. The findings apply across gender, to young men as well as young women; and they apply across race, to minority youth as well as majority-culture youth. The results underscore the importance of parents as allies and resources for career counselors in facilitating youth career development (Otto, 2000).

All of our career choices take place within the context of society and the economy. Events that take place in our lives may affect the choices available to us and even dictate our choices to a certain degree. Changes in the economy and resulting job market may also affect how our careers develop. Savickas *et al.* (2002) suggests that planful competence in career development related to greater realization of one's potential and a higher degree of social adjustment. The study of Smith and Betz (2000) investigated the involved development and psychometric evaluation of the Scale Perceived Social Self-Efficacy (PSSE), a measure of self-efficacy expectations with

respect to a range of social behaviors. Social self-efficacy was also strongly related to shyness, which has been found to seriously hinder career development processes in young adults.

In time of career choice one cannot ignore a person's interest, aptitude, and motivation and also parental and social influences on career choice. Besides this, personality is also an important factor in this regard. It helps a person to organize and make sense of one's experience, preferences and interests. There is a distinct effect if someone chooses a career which is not congruent with his personality. A particular job makes differing demands on people and that people differ in the abilities they possess. Future job performance therefore, is enhanced when there is a high ability – job fit. If someone who is introvert (or shy) chooses a job of sales executive or salesmanship could not do well and exceed the expectation of others. The effects of personality and career decision making self-efficacy on progress in career choice commitment was investigated by Wang *et al.* (2006). The findings revealed that for white students, self-efficacy fully mediated the relationship between extraversion and career choice commitment, whereas for students of color, in which neuroticism and extraversion were related to career choice commitment directly and indirectly through self-efficacy. Duffy *et al.* (2009) examined relationships among the variables in a sample of 282 medical students (169 women, 113 men) who responded to the Strong Interest Inventory, NEO Personality Inventory-Revised, and the Physical values in Practice Scale. The results indicated significant relationships between openness and artistic interests and between extraversion and enterprising interests, social interests, and management work values. Another study conducted by Lievens *et al.* (2002) investigated (1) which personality traits are typical of medical students as compared to other students, and (2) which personality traits predict medical student performance in pre-clinical years. In this study the higher scores for extraversion and agreeableness, two dimensions defining the interpersonal dynamic, may be beneficial for engineer's collaboration and communication skills in future professional because conscientiousness affects examination results and can be reliably assessed at the start of a medical study career. Personality assessment may be a useful tool in students counseling and guidance. A study was conducted by Hojat *et al.* (1999) who designed to compare male and female medical students on selected personality attributes that could influence their academic attainment and personal success. Men scored significantly higher on the intensity of loneliness, and women scored higher on general anxiety, test anxiety and neuroticism scales, but the magnitudes of the effect size estimates were not large. No significant gender difference was observed on measures of chronicity of loneliness, depression, extraversion, self-esteem, external locus of control, perception of general health and perceptions of the mother and the father. Women who experienced stressful life events, such as death in the family or personal illness, appraised these events more negatively than did their male counterparts.

Socio economic status plays an important role in the life of a person. The status opens the ways for his progress. Intelligence, attitudes, aptitudes and even interests are patterned by socio

economic background of the individual. The socio economic status pays rewards and punishment both to a person. Chaudhari *et al.*(1998). Socio economic status refers to the position that an individual and family occupies with reference to prevailing average standards, cultural possession and participation in group activity of community. It is also said that socio economic status includes both the social and economic status of the individual in the group. The variations in achievement are also due to the differences in socio economic status of the children, differential treatment given by parents, parent's educational level, and influence of the surroundings and so on. The influence of socio-cultural factors on various aspects of individual's development has particularly caught the attention of educationists. Individual success and failure can also be judged by facilities and environment provided for his study, self-concept and study habits. As pointed out by Sawrey and Telford (1964) children belonging to higher socio economic status are not only brilliant but also are provided better opportunities for developing intellectually, physically and emotionally. The type of intellectual environment in the home will definitely have an impact on the school achievement of the child and this intellectual environment in turn is determined by intellectual level of parents, parent's education, occupation, income, size of the family etc. The purpose of career assessment is to gather the relevant information for assisting clients in career choice and decision-making. Socio-cultural realities and their psychological concomitants are the significant factors to assess it.

Career construction offers a developmental theory of vocational behavior and a career assessment and counseling model counselor can use to promote client's subjective wellbeing. Career construction assist individuals with using work to foster self-completion and derive meaning, satisfaction and happiness as they design their lives. Career construction counseling promotes subjective well-being because its aims are consistent with increasing both immediate life satisfaction and overall life contentment (Hartung and Taber, 2008). On the other hand, Perry *et al.*(2010) drawing from the contributions of vocational psychology, examined school engagement as a mediator of academic performance through the effects of career preparation (career planning, career decision-making self-efficacy), parental career support, and teacher support among diverse urban youth in middle school and high school. Based on structural equation modeling, all structural paths of the proposed hypothetical model were significant. The effects of teacher support and parental career support on school engagement were mediated by career preparation; in turn, the effect of career preparation on grades was mediated by school engagement. Teacher support also had a direct effect on school engagement. The middle school students had significantly higher grades than the high school students, but there were no significant grade-level differences in terms of school engagement, career preparation, parental career support, or teacher support. The reason for choosing a particular career may provide satisfaction in their future life and personality factor may take an important role in this regard.

Career Choice Vis – A – Vis Personality Factors, Parental and Social Influence and Monthly Income of the Family – A Study

Considering the above, the present investigation has been designed to study the career choice in connection with personality factors, parental and social influence and monthly income of the family as opined by the students who want to choose their career as engineer.

OBJECTIVES:

1. To study the personality factors of the students who want to choose their career as engineer.
2. To study whether personality factors of the students who want to choose their career as engineer match or do not match in connection with the personality factors of the professionals who are engaged in the profession as engineer.
3. To study whether there is any impact of parental and social influence on career choice in connection with the gender difference or not.
4. To study whether there is any impact of parental as well as social influence on career choice in connection with the monthly income of the family or not.

Hypotheses:

Hypothesis-I: Personality factors of the students who want to choose their career as engineer is matched with the personality factors of the professionals who are engaged in the profession as engineer.

Hypothesis-IIA: Parental influence on career choice as engineer is differentially associated with gender difference.

Hypothesis-IIB: Social influence on career choice as engineer is differentially associated with gender difference.

Hypothesis-IIIA: Parental influence on career choice as engineer differs significantly with monthly income of the family.

Hypothesis-IIIB: Social influence on career choice as engineer differs significantly with monthly income of the family.

METHODS:

Study Area And Sample

A group of 120 students of class XI and XII belonging to Kolkata city, India who wants to choose their career as engineer in future were selected as sample in this investigation. The pertinent characteristics of the students are as follows-

- **Age:** 16 to 18 years.
- **Gender:** Equal gender ratio.
- **Monthly income of the family:**
 - Group – A: Rs. 20,001/- to Rs. 30,000/-
 - Group – B: Rs. 30,001/- to Rs. 40,000/-

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The students are from West Bengal Council of Higher Secondary Education (Both Bengali and English method of instructions).

Table –A: Distribution of sample (students) who want to choose their career as engineer and Engineer.

Monthly income of the family	Engineer		Total
	Boys	Girls	
Rs.20,001/- to Rs.30,000/-	30	30	60
Rs.30,001/- to Rs.40,000/-	30	30	60
Total	60	60	120

Another group of 30 professionals, viz. engineer who are engaged in their profession for at least 10 years were selected as sample in this investigation mainly to know the personality factors by applying “Sixteen Personality Factor” (Form-C) questionnaire.

Tools Used

General Information Schedule (for Students): It consists of items like name, address, age, gender, class, family type, presence of siblings, father’s occupation, mother’s occupation and monthly income of the family.

General Information Schedule (for Professionals): It consists of items like name, address, age, gender, family type and durations of service.

Sixteen Personality Factor (16P.F.) Questionnaires (Form-C): This test is developed by Raymond B. Cattell (1965), is a factor - analytically derived questionnaire for personality assessment. In this questionnaire raw score for each of the 16 personality factors is obtained through a weighted procedure where particular responses count as “1” or “0” or “2” except the factor ‘B’ where particular responses count as “0” or “1” summative towards the raw score. The sum scores are then compared to the desired normative score table in the tabular supplement standard ten (sten) score. This sten score is entered on the profile form and subsequently final calculations were done.

Perceived Impact of Parental Influence Questionnaire: It consists of 20 statements, answerable in a 5 - point scale from “Strongly agree” to “strongly disagree” where “High score indicates maximum parental influence on career choice” and vice-versa as expressed by the students who want to choose their career as engineer in the near future. Odd-even split -half reliability is 0.80.

Perceived Impact of Social Influence Questionnaire: It consists of 20 statements, answerable in a 5 - point scale from “Strongly agree” to “strongly disagree” where “High score indicates maximum social influence on career choice” and vice-versa as expressed by the students who want to choose their career as engineer in the near future. Odd-even split -half reliability is 0.78.

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Administration, Scoring And Statistical Treatment:

General Information Schedule, Sixteen Personality Factors (16 P.F.) Questionnaire (Form - C) and Perceived Impact of Parental Influence Questionnaire were administered to a group of selected sample by giving proper instruction. Data were collected and properly scrutinized. Scoring was done with the help of scoring key. In order to determine the different characteristic features, frequency and percentages were calculated. Both qualitative and quantitative analyses were done. Comparisons were made by applying “t”- test.

RESULT AND INTERPRETATION

General Characteristics Data of the student inserted in Table 1 reveals the characteristic features of the students under study.

Table-1: General Information of the students who want to choose their career as engineer

General Characteristics Features	BOYS (N=60)		GIRLS (N=60)		COMBINED (N=120)	
	f	%	f	%	f	%
1)Age (Mode Value)	18 years		17 years		17.5 years	
2)Class						
a)Class-XI	24	40	28	46.67	52	43.33
b)Class-XII	36	60	32	53.33	68	56.67
3)Father's occupation						
a)Business	26	43.33	15	25.00	41	34.17
b)Service	34	56.67	45	75.00	79	65.83
4)Mother's occupation						
a)Housewife	35	58.33	37	61.67	72	60.00
b)Business	00	00.00	00	00.00	00	00.00
c)Service	25	41.67	23	38.33	48	40.00

The General characteristics data inserted in Table 2 explicitly depicted the characteristics features of the professionals who are engaged in the profession as engineer in terms of their age, gender and duration of services.

Table-2: General Information of the subjects who are engaged in the profession as engineer

General Characteristics Features	MALES (N=15)		FEMALES (N=15)		COMBINED (N=30)	
	f	%	F	%	f	%
1)Age (Mode Value)	63 years		45 years		54 years	
2) Duration of services (Mode Value)	16 years		14 years		15 years	

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Data inserted in Table-3A, 3B and 3C reveal that the personality factors of the students who want to choose their career as engineer in the near future and also who are engaged in the profession as engineer. Overall findings reveal that those who want to choose their career as engineer are warm and outgoing, conscientious, trustful and self-sufficient. On the other hand, those who are engaged in the professions as engineer are warm and outgoing, mature, conscientious, trustful, confident, self-sufficient and self-controlled. Except factor H (timid), there is a similarity between these two groups in connection with the personality factors as revealed by applying Sixteen Personality Factors (16 P.F.) test. So, it can be said that those who want to choose their career as engineer is matched with the personality factors of the professionals who are engaged in the profession as engineer. Analysis of data further reveals that high score in Factor C (mature) and Factor Q3 (self-controlled) indicate that those who are engaged in the profession as engineers are experienced subjects. Lievens et al. (2002) investigated (1) which personality traits are typical of medical students as compared to other students and (2) which personality traits predict medical student performance in pre-clinical years. In this study the higher scores for extraversion and agreeableness, may be beneficial for engineer's collaboration and communication skills in future professional because conscientiousness affects examination results and can be reliably assessed at the start of a medical study career. Thus, the **Hypothesis-I**, which postulates **“Personality factors of the students who want to choose their career as engineer is matched with the personality factors of the professionals who are engaged in the profession as engineer”** – is accepted in this investigation.

Table-3A: Personality factors of the students who want to choose their career as engineer

Personality factors (16 P.F.)	Want to choose the profession as engineer								
	BOYS			GIRLS			COMBINED		
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D
A	60	8.82	2.30	60	6.17	1.53	120	7.49	1.91
B	60	5.59	1.84	60	5.28	1.94	120	5.43	1.89
C	60	5.89	1.90	60	5.74	2.18	120	5.81	2.04
E	60	5.28	1.89	60	5.00	2.24	120	5.14	2.06
F	60	5.78	2.07	60	5.84	2.01	120	5.81	2.04
G	60	7.26	2.98	60	7.56	2.11	120	7.41	2.54
H	60	4.25	1.58	60	2.61	1.91	120	3.43	1.74
I	60	5.17	1.62	60	5.23	1.88	120	5.20	1.75
L	60	3.85	1.50	60	4.11	1.03	120	3.98	1.26
M	60	5.19	2.18	60	6.44	1.96	120	5.81	2.01
N	60	5.01	2.04	60	5.23	1.52	120	5.12	1.78
O	60	4.86	1.99	60	5.19	2.05	120	5.02	2.02
Q1	60	5.80	1.94	60	6.10	1.85	120	5.95	1.89
Q2	60	7.90	2.53	60	7.53	2.65	120	7.71	2.59
Q3	60	6.13	1.70	60	5.26	1.05	120	5.69	1.37
Q4	60	5.10	2.00	60	6.20	1.93	120	5.65	1.96

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Table-3B: Personality factors of the subjects who are engaged in the profession as engineer

Personality factors (16 P.F.)	Engaged in the profession as engineer								
	MALES			FEMALES			COMBINED		
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D
A	15	7.96	1.59	15	6.15	1.08	30	7.05	1.33
B	15	5.93	1.72	15	6.03	2.06	30	5.98	1.89
C	15	8.02	2.01	15	6.27	1.59	30	7.17	1.80
E	15	5.63	1.94	15	5.33	1.44	30	5.48	1.69
F	15	7.01	2.53	15	5.06	2.16	30	6.03	2.34
G	15	7.43	1.75	15	7.47	1.63	30	7.45	5.41
H	15	5.27	2.02	15	5.73	1.99	30	5.50	2.01
I	15	5.17	1.62	15	6.11	1.83	30	5.64	1.72
L	15	4.85	2.20	15	4.76	2.09	30	4.80	2.14
M	15	5.80	1.94	15	5.95	1.89	30	5.87	1.91
N	15	5.77	2.12	15	5.30	1.46	30	5.53	1.79
O	15	3.75	2.15	15	5.07	1.89	30	4.41	2.02
Q1	15	6.11	1.59	15	5.16	1.75	30	5.63	1.67
Q2	15	7.25	2.36	15	8.22	2.98	30	7.73	2.67
Q3	15	7.59	3.52	15	7.89	1.92	30	7.74	2.72
Q4	15	5.92	1.52	15	6.19	2.17	30	6.05	1.84

Table-3 C: Analysis regarding the personality factors of the subjects who are engaged in the profession as engineer and who want to choose their career as engineer

Engaged in Profession as engineer (at least 10 years of experience)				Want to choose the profession as engineer			
Personality factors	MALE	FEMALE	COMBINED	Personality factors	BOYS	GIRLS	COMBINED
A	Warm, outgoing	Average	Warm, outgoing	A	Warm, outgoing	Average	Warm, outgoing
B	Average	Average	Average	B	Average	Average	Average
C	Mature	Average	Mature	C	Average	Average	Average
E	Average	Average	Average	E	Average	Average	Average
F	Enthusiastic	Average	Average	F	Average	Average	Average
G	Conscientious	Conscientious	Conscientious	G	Conscientious	Conscientious	Conscientious
H	Average	Average	Average	H	Timid	Timid	Timid
I	Average	Average	Average	I	Average	Average	Average
L	Trustful	Trustful	Trustful	L	Trustful	Trustful	Trustful
M	Average	Average	Average	M	Average	Average	Average

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N	Average	Average	Average	N	Average	Average	Average
O	Confident	Average	Confident	O	Confident	Average	Average
Q1	Average	Average	Average	Q1	Average	Average	Average
Q2	Self - sufficient	Self - sufficient	Self - sufficient	Q2	Self - sufficient	Self - sufficient	Self - sufficient
Q3	Self - controlled	Self - controlled	Self - controlled	Q3	Average	Average	Average
Q4	Average	Average	Average	Q4	Average	Average	Average

Data inserted in Table-4A reveals the comparative picture of parental influence upon the boys and girls in connection with career choice. It can be said from the findings that parental influence is more upon the girls than upon the boys. Analysis of data reveals no significant difference was observed for two groups. Thus, the **Hypothesis-IIA** which postulates, “**Parental influence on career choice as engineer is differentially associated with gender difference**” – is rejected for all comparisons. Similarly, data inserted in Table-4B reveals the comparative picture of the social influence on career choice upon the boys and girls. No significant difference was observed in the comparisons. Thus, the **Hypothesis-IIB** which postulates, “**Social influence on career choice as engineer is differentially associated with gender difference**”-is rejected in this investigation.

Table-4A: Comparison between the boys and girls in terms of parental influence on career choice as engineer

Monthly income of the family (category - wise)	Parental influence						‘t’-value
	BOYS			GIRLS			
	N	Mean	S.D	N	Mean	S.D	
Group-A	30	61.23	09.86	30	64.43	09.11	1.31 *
Group-B	30	68.93	09.77	30	67.37	10.51	0.59 *

Score range: 20 to 100

High score indicates maximum parental influence on career choice and vice-versa.

* Difference is insignificant, ** p< 0.05

Table-4 B: Comparison between boys and girls the in terms of social influence on Career choice as engineer

Monthly income of the family (Category – wise)	Social influence						‘t’-value
	BOYS			GIRLS			
	N	Mean	S.D	N	Mean	S.D	
Group-A	30	56.27	11.78	30	58.87	10.63	0.57 *
Group –B	30	57.47	09.78	30	59.53	08.94	0.85 *

Score range: 20 to 100

High score indicates maximum social influence on career choice and vice-versa.

* Difference is insignificant.

➤ **Group-A:** Rs. 20,001/- to Rs. 30,000/-

➤ **Group-B:** Rs. 30,001/- to Rs. 40,000/-

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Data inserted in Table-5A reveals the parental influence upon the students who belongs to families of different monthly income. It can be said from the findings that parental influence is more upon those who belong to group-B category. This is true for boys and girls also. The reasons behind this are mainly to get high profile as well as prestigious job, priority in connection with the parents and proper identity in the society. When comparison was made (only for boys) in terms of parental influence, significant difference was observed between group A vs. group B. Keller and Whiston (2008) revealed that parental behavior tended to relate more to career decision making self-efficacy than to career maturity and also general psychosocial parenting behaviour appeared to be more salient than career focused parent behaviour. On the other hand, for girls, no significant difference was observed in connection with group- wise comparisons. Thus, the **Hypothesis-IIIA**, which postulates, “**Parental influence on career choice as engineer differs significantly with monthly income of the family**”- is accepted only for group-A vs. group- B (boys) and is rejected for all other comparisons. Similarly, data inserted in Table-5B reveals the moderate level of social influence regarding career choice as engineer. When comparison was made between the groups separately, no significant difference was observed in all the comparisons. Thus, the **Hypothesis-IIIB**, which postulates, “**Social influence on career choice as engineer differs significantly with monthly income of the family**”- is rejected for all comparisons.

Table-5A: Comparison between the groups (considering monthly income of the family) in terms of parental influence on career choice as engineer

Comparison between the monthly income of the family (category - wise)	Parental influence (BOYS)			‘t’- value	Parental influence (GIRLS)			‘t’- value
	N	Mean	S.D		N	Mean	S.D	
Group-A	30	61.23	9.86	3.04 **	30	64.43	9.11	1.15 *
Vs. Group-B	30	68.93	9.77		30	67.37	10.51	

Score range: 20 to 100; * Difference is insignificant, ** p< 0.01

High score indicates maximum parental influence on career choice and vice-versa.

Table-5B: Comparison between the groups (considering monthly income of the family) in terms of social influence on career choice as engineer

Comparison between monthly income of the family (category - wise)	Social influence (BOYS)			't'-value	Social influence (GIRLS)			't'-value
	N	Mean	S.D		N	Mean	S.D	
Group-A	30	56.27	11.78	0.43 *	30	58.87	10.63	0.26 *
Vs. Group-B	30	57.47	09.78		30	59.53	08.94	

Score range: 20 to 100; * Difference is insignificant.

High score indicates maximum social influence on career choice and vice-versa.

- **Group-A:** Rs. 20,001/- to Rs. 30,000/-
- **Group-B:** Rs. 30,001/- to Rs. 40,000/-

THE MAJOR FINDINGS OF THE STUDY ARE AS FOLLOW:

- **engineer:** Overall findings reveal that those who want to choose their career as engineer are warm and outgoing, conscientious, trustful and self sufficient. On the other hand, those who are engaged in the professions as engineer are warm and outgoing, mature, conscientious, trustful, confident, self-sufficient and self-controlled. From the findings it can be said that personality factors of the students who want to choose their career as engineer is matched with the professionals although there seems to be indication of moderate levels of parental and social influences on career choice. Maximum parental influence is upon the boys who are in the category of comparatively high income level. It can further be said that the more the income level, the more is the parental influence on career choice. The reasons behind the parental influence in connection with the career choice are mainly due to - i) prestigious profession, ii) stability of the job, iii) future benefits and iv) to fulfill the expectation of the parents. On the other hand, social influence is more upon the girls who are in the category of comparatively low income level. The reasons behind the social influence in connection with the career choice are mainly due to- i) proper identity, ii) role models, iii) opinion of teachers and seniors and iv) the present scenario of the society.
- Parental influence is more upon the girls who want to choose their career as engineer.
- The more the income level the more is the parental influence – it is true for the students (boys) who want to choose their career as engineer.

Applicative Potentials of the Present Study:

Career choice is a vital factor in the present day scenario. The present investigation has highlighted the personality factors and the impact of parental influence on career choice as opined

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by the students who want to choose their career as engineer and Engineer. Considering the findings, of the study, the applicative potentials are as follows:

- Personality factors can be most powerful to know where one is and where one is going. So, there is a close relationship between personality factors and career choice. If the personality factors of the students are matched with their career choice, then, it is congenial and prosperous for their future development. In this investigation, the students who want to choose their career as engineer is matched with the professionals, so it is expected that they would be appropriate professionals in the near future. In this context, it can be said that for choosing a particular career, measures should be taken properly, considerably the concept-“fitting the man to the job and job to the man”.
- In this investigation, it was also found that there seems to be indication of parental influence on career choice. Undoubtedly, it can be said that the parents have an important role regarding career choice. But influence sometimes may create negative impact upon them and it is not appropriate for their future development. Care should be taken in this regard.
- Considering the social influence, it can be said that today’s fast changing social scenario have an important role in connection with the career choice. Some significant factors like, social status, prestigious job, influence of peer group, financial benefit, advertisement etc. create impact upon the students in different ways. Proper information and knowledge about reality, social settings, and job availability, future benefit etc. should be informed them so that they may choose a particular career according to their own choice.
- Parents, teachers, counselors and other well-wishers may help the students to choose a particular career for their future if they know the personality, interest, aptitude etc. of the students properly. Adequate measures should be taken in this regard also.
- Proper guidance and counseling in connection with the career choice is required for becoming a good professional in the near future.

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Children's Perspective on Parenting Styles: A Developmental Approach

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ABSTRACT

The study was conducted on a sample of 320 high school students situated in Ranchi District. The main purpose of this research work has to see the impact of parental behaviour on adolescent's frustration level. Three dimensional parental behaviour inventory developed by Ojha (2009) and Frustration test developed by Chauhan and Tiwari (1972) were used for data collection work. The stratified random sampling technique was used during data collection. The main results indicate that adolescents having restrictive parents experience significantly more frustration as compared to adolescents having permissive parents. Result further revealed that restrictive father groups are more frustrated than permissive groups ($t=2.82; P<0.01$).

Keywords: Parental behaviour, Frustration, Adolescents.

Every child is brought up in a home that has a particular environment. In a home the interactional patterns of its members are important in the development of social understandings of children. A home is not merely a shelter for the child but it also happens to be a centre of his feelings, emotions and social learning. The relationship between child and parents also has an important bearing on the transmission process. It includes such variables as power relationships, decision making patterns, division of labour, communication patterns and nature of affective relationship. Belsky (1981) has argued that parental warmth and sensitivity to children's need is the most influential dimension of parenting during infancy, laying the ground work for healthy development. Parke and Buriel (1998) marked that parent-child interaction is linked to a number of child's outcome, including levels of self-confidence and self-esteem, the quality of their close relationships and their emotional well-being. Hurlock (1990) reported that parental love and affection provides a good parent-child relationship that helps the child for a better adjustment in social and personal life. Quality of the parent-child relationship is an important predictor of the adolescent's psychological well-being.

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Parent-child relationship is also an important factor in making a child frustrated and hostile. It is a common experience that some parents are cordial, co-operative and friendly to the children. They always provide help and encourage their children, whereas some guardians are neglecting, more strict and stiff to the children. They do not have care for children. They overlook their requirements and even reject them. Children of such parents are heavily punished for slight mistake. In such circumstances children of these families become reactionary and frustrated. Barber (1992) found a lack of parental supervision and poor parental control linked to adolescent problem behaviour. Radkey (1946) reported that parental rejection and disharmony can be regarded as frustrating conditions to child's aggressive behaviours. Shaefer & Bayley (1960) found in an observation that especially mother's coldness and lack of affection is obviously frustrating to the child.

Parent's attitudes play a role of major importance in determining the attitudes and behaviour of the child. As the child grows older, poor relationships with his parents are often expressed in conflicts with them. According to Glueck & Glueck (1950) the child whose parents are cold and rejecting is a child who has been frustrated often. Baumrind (1966) found that some parents and more specially fathers are very much restrictive to their children. They do not encourage verbal give and take, believing that the child should accept their word for what is right. Such parents are ignoring and do not play heed on child's demands. The child who feels that he is being ignored by his parents and not getting proper care for his demands become frustrated and display aggressive behaviour.

Hypotheses:-

This study was conducted to the test following hypotheses:-

- Ho- Adolescents having restrictive parents will show significantly higher level of frustration than those having permissive parents.
- Ho- Adolescents who describe their parents as neglectful will have higher score on frustration scale than adolescent who describe them as protective parents.
- Ho- Adolescents who perceived high parental rejection will show higher level of frustration as compare to those adolescents who perceived high parental love.

Sample:-

The sample for the present study has been identified from different schools situated in and around Ranchi District. Using the stratified random sampling technique 320 adolescents studying in Higher Secondary Schools to participate in the study formed the sample of the study. Their age ranged from 13-19 years.

Instruments:-

The following tools were used.

- **Personal Data Questionnaire:** - Personal Data Questionnaire developed by researcher. It included the information about each student's name, age, class and name of the school.

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- **Three Dimensional Parental Behaviour Inventory:-** This Inventory was developed by Ojha (2009), which has two separate forms- Mother Form and Father Form & each form consists of 48 items. The inventory consists of three dimensions viz a) Restrictive-Permissive b) Neglecting-Protecting c) Rejecting-Loving. Both forms have same questionnaire. Reliability and validity also available in this test.
- **Frustration Test:-** Frustration scale developed by Chauhan and Tiwari (1972), was used to measure frustration of the adolescent students. The scale consists of 40 items and measures four modes of frustration as regression, fixation, resignation and aggression. Each modes have 10 items.

Procedure of data collection:-

The data were collected with the help of selected scales from different high schools situated in Ranchi District area in class room situation. The stratified random sampling method was used for data collection work.

Statistical Analysis:-

In order to measure the impact of parental behaviour on frustration score of adolescents, mean and standard deviation was calculated. To the test significance difference between the two means t-ratio was calculated. The table below represents the findings:

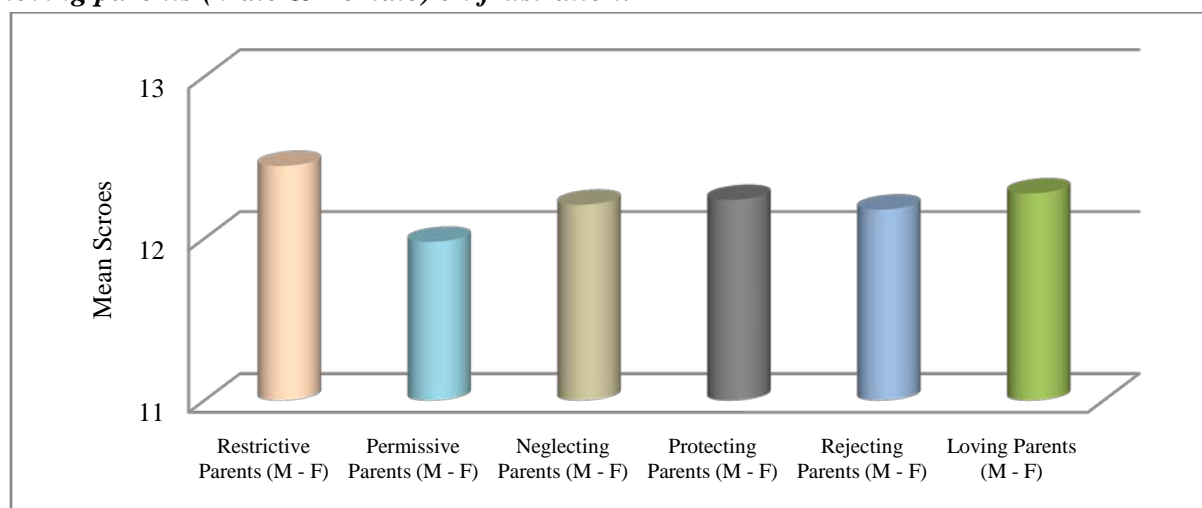
RESULT AND DISCUSSION:

Table 1 presents the mean, SDs and 't' scores of adolescents (sub – groups) having 6 (six) categories of parental behaviour (Restrictive, Permissive, Neglecting, Protecting, Rejecting & Loving) on frustration score.

Groups	FRUSTRATION		
	Mean	SD	t
Adolescents having Restrictive Patents (M-F)	12.45	2.10	2.76 (0.01)
Adolescents having Permissive Parents(M-F)	11.98	2.13	
Adolescents having Neglecting Patents (M-F)	12.21	2.21	0.14 (NS)
Adolescents having Protecting Patents (M-F)	12.24	2.06	
Adolescents having Rejecting Patents (M-F)	12.18	2.08	0.21 (NS)
Adolescents having Loving Patents (M-F)	12.28	2.14	

Children's Perspective on Parenting Styles: A Developmental Approach

Figure-1, Adolescents having restrictive, permissive, neglecting, protecting, rejecting and loving parents (Male & Female) on frustration.



It can be clearly seen from the above table & figure that

- Adolescents having restrictive parents experience significantly more frustration as compared to adolescents having permissive parents. 't' is 2.76 which are significant at 0.05 and 0.01 level.
- Adolescents having neglecting or protecting parents and adolescents having rejecting & loving parents experience almost similar level of frustration.

Table 2 presents the mean, SDs & 't' of Parental Behaviour and Frustration (Total Score)

Group Compared	N	Mean	SD	MD	"t"	P Value
Restrictive Mother Vs Permissive Mother	190 130	12.38 12.07	2.06 2.17	0.31	1.29	NS
Restrictive Father Vs Permissive Father	193 127	12.51 11.89	2.14 2.08	0.62	2.82	0.01
Neglecting Mother Vs Protecting Mother	46 274	11.87 12.30	1.94 2.13	0.43	1.34	NS
Neglecting Father Vs Protecting Father	51 269	12.51 12.17	2.38 1.99	0.34	0.97	NS
Rejecting Mother Vs Loving Mother	52 268	12.06 12.29	1.97 2.14	0.23	0.77	NS
Rejecting Father Vs Loving Father	58 262	12.28 12.26	2.16 2.13	0.02	0.69	NS

Children's Perspective on Parenting Styles: A Developmental Approach

The following main trends are noted in above table:-

- It has been observed that there is no significant difference on frustration level in restrictive vs. permissive, neglecting vs protecting and rejecting vs loving mother group of adolescents, which suggest that parental behaviour did not influence their frustration level.
- Restrictive and permissive father differed significantly ($t = 2.82$; $P < 0.01$) on frustration scores, indicates that restrictive father groups are more frustrated than permissive group.

OVERALL CONCLUSION:

- Parental restriction and permissiveness contribute significantly to adolescent's frustration.
- Adolescents having restrictive father groups are more frustrated than permissive group.

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Culture and Emotional Development

Prabhakararao Sampathirao^{1*}

ABSTRACT

Emotions can be biologically born, but socio-culturally nurtured. Emotions are more than our personal reactions their antecedents. They play important social and political roles and are fundamental to identity and community attachments rather than simple biological bases. Suppression of emotions affects mental health. Emotions are formed and structured within particular social and cultural environment. The cultural organization of emotion development implied here is related to the prevailing cultural model of self-construal—the independent or the interdependent self.

Keywords: *Culture, Emotion, Development.*

Emotions can be biologically prepared or socio-culturally shaped. Through the biological processes hormones, neurotransmitters, autonomic reactions interact but cannot determine emotional qualities and expressions. Particular qualities and expressions are determined by cultural processes only. We feel happy when we are with our loved ones; sad if we lose someone near; guilty if we hurt someone unknowingly; and angry if things do not happen as we planned. There is never a moment when we do not emote. Emotions give meaning to our existence and the events that we experience. Without emotions, these experiences would be mere pieces of information. Emotions color our life experiences and inform us as to who we are, and our relationship with others around us, and how we must act.

The feeling of the bodily response is the feeling of the emotion and bodily expression of emotion involves the hypothalamus, which controls the autonomic and endocrine systems; whereas emotional experience involves the limbic system, comprising the paleocortical structures of the brain plus the amygdalae. Emotional stimulus produces visceral (instinctual) changes in the form of increased heartbeat, respiration and sweating and motor (muscular-skeletal) changes like running, hitting, facial expressions etc., and these changes are the source of the subjective experience, or feeling, of the emotion. Once the emotional stimuli reaches the brain's six-layered neocortex via subcortical systems, the subcortical systems simultaneously and independently

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inform both the neocortex, causing emotional experience, and the relevant peripheral bodily systems, causing bodily responses.

Emotional development includes an understanding of emotions and their meaning, appraisal of emotion-evoking situations, knowledge of appropriate emotion expression, and regulation of emotions. Emotional development of a child is depend up on the responses that he received from his parents (love, warmth, caring etc.) towards his/her own emotions ; or his expressive behaviours that results in the formation of an attachment/ bond between the two. Such attachment experiences have a profound influence on the development of other interpersonal relationships that form later in their life, and have implications for relating them to their own children in future. (1). If a parent inadvertently or deliberately engages in a pattern of inappropriate emotional responses (aversion, anger or abuse), the child can be said to have experienced *emotional abuse* (2)

The relationship between emotion and cognition is important to understand the reason and rationality. However, the role of culture in emotion development has not yet been systematically studied. Research on the socialization and development of emotions and regulation usually focuses on parenting and family and is mostly conducted among European-American populations. Even within a culture; different people may not necessarily understand or experience emotion in exactly the same way. Sometimes the same event may be experienced differently by people of the same culture. Emotional expression, experience and perception are innate and genetically transmitted (3). Whether the emotions play a more dominant role in our actions, thoughts, decisions, planning, reasoning or is it cognition which initiates these processes is still not very clear. The extent of mediation of culture, emotion and cognition is something which must be elaborated and researched upon. Because culture is both cumulative and directed, culture has a unique ability to produce highly complex adaptations to local conditions in relatively short periods of time.

According to *Bhagawadgita*, the emotions derive significance when examined in the context of human desires, and starting with perception and volition, cognition emerges when a desire crystallizes. Desires lead to behaviors, and the achievement or non-achievement of a desire causes positive or negative emotions. Through the practice of *karmayoga*, contemplation and self- reflection, we can manage our desires and thus manage emotions in a healthy way. This is a very significant contribution which helps to understand the role of desire in understanding and predicting emotion and behavior. Positive emotion (*Raga*) is generated by happiness and (*dvesa*) or hostility or negative emotion is generated by unhappiness. Hence, when desires are fulfilled we are happy and have positive emotions, which then lead us to seek such desires .When desires are not fulfilled, we become angry, unhappy and hostile. This model is an example of how indigenous psychologies can contribute to universal psychologies (4).

Culture and Emotional Development

The cultural organization of emotion development implied here is related to the prevailing cultural model of self-construal—the independent or the interdependent self. In many Western cultures, the model of independence dominates, regarding the self as an independent, separate organism. In contrast, in many non-Western cultures the cultural model of interdependence prevails, defining the self by social relationships (5). Persons with an independent self-construal experience and express their emotions as internal personal characteristics striving for autonomy and individualistic self-assertion.

Person with an interdependent self-construal experience and express emotions as a means for maintaining interpersonal harmony rather than as an authentic representation of emotions; they view emotions as part of self-other relationships, reflecting social reality rather than inner personal experiences (6). Thus, the prevailing cultural model of the self-assumed influences the appraisal, experience, expression, regulation, and developmental variations of emotions. In Western cultures, positive and negative emotions are usually seen as being in opposition to each other while in Asian cultures positive and negative emotions can coexist as complementary components positively correlating (7. 8).

When the meaning of positive emotions is based on the cultural model of the independent self, happiness is often related to ego-focused, socially “disengaging emotions” like individual success, autonomy; self-esteem; pride etc., When the model of the interdependent self prevails, positive emotions are often experienced as interpersonally “engaging emotions” like success in tasks of interdependence, good social relations etc., (9). According to the cultural model of the independent self, a positive self-conscious emotion in the context of independence is pride. Pride signals and reinforces the accomplishments of the independent self. Pride signals a disengaged emotion characterized by independence in achieving identity-goal congruence(10).

In contrast, in the cultural model of the interdependent self, positive emotions are defined through socially engaged emotions based on connectedness to other people and adjustment to social relationships. Identity-goal congruence is achieved by maintaining harmony in the group, and promoting group-members’ goals focusing on avoidance of interpersonal conflicts. Therefore, pride is only evaluated as a positive emotion when one’s achievements serve others’ goals or when success is not attributed to the self but to the joint efforts of the group or social honor(11). Otherwise, pride indicates an undesirable, isolating social distance between the self and others. In the cultural model of independence, shame is a negative emotion reducing self-esteem. In contrast, in cultures favoring an interdependent self, shame is a positive emotion which indicates social engagement, relatedness, striving for social conformity, and motivation to perform better in the future; this underlines the preference of self-critical, continuous effort (12). Therefore, different from the independent self-construal, pride does not fit with the interdependent self-construal but shame does.

Shame, the corresponding emotion of pride – affects our identity and interaction in what Cooley (13) calls the ‘looking-glass self. This implies that others opinion about us and our own judgment about others opinion, produces a self-image or sense, which causes us to feel pride or shame. Shame surfaces when we see ourselves negatively through the eyes of the others. Shame is a taboo for men since they are often socialized to repress all signs of weakness. Rather than recognizing and accepting shame through withdrawal, men tend to respond to status loss by defending themselves and resorting to aggression and violence .Shame surfaces when we see ourselves negatively through the eyes of the other. Suppression of shame contributes to men’s violence (14, 15, and 16).

The emotional appraisal of antecedent events for universal emotions is quite similar for people in different cultures. For example, the most frequent elicitors of happiness across cultures have been “relationships with near ones”, “temporary meetings with friends,” and “achievement situations”. The most frequent elicitors of anger have been “relationships” and “injustice”. The most frequent elicitors of sadness have been “relationships” and “death” (17). Cultural events, the birth of a new family member, body centered “basic pleasures”. Same types of situations or events not necessarily triggered the same emotion in people across the globe.

In a study of appraisal *process* of sadness, anger and fear in American and Indian participants appraisals of powerlessness characterized incidents provoking anger and also fear, whereas appraisals of relative power differences brought forth anger. Also, appraisals that an event was caused by someone else elicited anger, but not sadness or fear, whereas events caused by circumstances elicited sadness or fear but not anger (18). Emotion appraisal processes were more similar than different across cultures which reveals that we all born with the same capacity to experience, express, and perceive the same basic set of emotions in so far as appraisal processes is associated with the seven emotions as: Happiness, fear, anger, sadness, disgust, shame, and guilt .

It is important to understand that expressive component is relatively independent from other aspects of emotion appraisal processes and suppression of emotion may lead to negative mental health. There is an intrinsic link between expression and emotional experience, expressing an emotion intensifies the negative experience at times as it may allow for a renewed confrontation with the stimulus situation, open up the possibility for cognitive change as in case of reliving a traumatic event and thereby influencing negative mental health. Research indicates short term effects of expression, giving free reign to anger or sadness may establish a self- reinforcing cycle, where the expression of the emotion intensifies the negative experience (19). We need to explore the structure and mechanisms underlying affect through a link between emotion and cognition in an earnest effort to understand how it contributes to wellbeing. Taking a holistic view of health, emotions are integrated with a particular emphasis on Indian tradition of thought, the theory of Karma. Thus intention is to stimulate a novel way to look at feelings and improve our understanding of emotional responses.

In India, due to predominance of interdependent self-model of cultural organization of emotional development, in order to protect the honor of parents and other siblings, the girls used to get married very early because it was considered disgraceful for a girl to remain unmarried for too many years after menstruation. Not until mid-twentieth century that compulsory schooling was introduced and education became a common experience for all children, the poor families put their children to work at early ages doing activities such as working on the family's own farm or elsewhere. Generally, boys were more likely to work earlier than girls who usually stay home to help their mothers. In large families, some children were sent to school to receive elementary education or were taught by their parents at home to acquire the necessary knowledge they would require to work and support their families. Only in wealthy families that boys, and to a lesser extent girls, would receive higher education.

Emotional development of children were subjected to difficult legal, cultural and political issues, putting the right of children to be free from harm on one hand, against the right of families to privacy and the rights of parents to raise and discipline their children without external interference, on the other. Behaviors like corporal punishment are considered abusive in one culture may be considered acceptable in another culture. Likewise, parental behaviors that are appropriate at one stage in a child's development may be inappropriate at another stage of development. For example, the level of supervision needed for toddlers may differ from that for adolescents. There are instances where abuse or neglect can occur even though the perpetrator did not intend to commit it just like in the case of parent and child.

In India, due to strong inter-play between emotional development and cultural organization of interdependent-self, orthodoxy and conservatism generally dominate the social and cultural characteristics and mechanisms of middle class society. Traditional beliefs and customs have significant influence over a wide range of cultural, behavioral, and attitudinal manifestations in the society. Children are usually well taken care of in terms of basic needs, and are expected to show almost total subordination and obedience to their parents. Corporal punishment by parents is a common practice, especially in less modernized portions of the society. Beating up a child severely or breaking his or her bones by a total stranger is likely to be considered as a crime punishable by the law. However, the same act of violence on the child, when committed by the child's parent, may, in many societies, raise some second thoughts that, despite the probable unequivocal condemnation, may delay or prevent the initiation of necessary and appropriate forms of intervention.

Factors that affects emotional development:

Factors associated with child's emotional development can be broadly grouped in to four domains: parent or caregiver factors, family factors, child factors, and environmental factors. *Parent* or caregiver factors are related to personality characteristics and psychological wellbeing, history of maltreatment, substance abuse, attitudes and knowledge, and age. *Family factors* that

may stand as impediments emotional development of child include marital conflict, domestic violence, single parenthood, unemployment, financial stress, and social isolation. Supportive, emotionally gratifying relationships with a healthy network of relatives or friends may enhance the chances of better emotional development of child, especially during stressful life events.

Certain child factors can make some children more vulnerable to abusing behavior. The age of the child, his or her physical, mental, emotional, and social development, may increase the child's vulnerability to maltreatment, depending on the interactions of these characteristics with the parental factors outlined above. *Environmental factors* are often present in combination with parent, family, and child factors. They include poverty and unemployment, social isolation, and community characteristics such as violent neighborhoods, societal attitudes, and promotion of violence in cultural norms and the media. The factors that may contribute to child maltreatment in one family, such as *poverty*, may not result in child abuse in another family. The interaction of multiple factors across these four domains is recognized to be underlying child maltreatment incidents.

Emotional abuse and emotional maltreatment and their ramifications on mental health of children:

Unlike in physical abuse, the weapons used against children in emotional abuse are not visible such as hands, belts, cords, or sexual acts, but rather ugly, hurting words or cold, uncaring silence. Although no physical pain or sexual contact is ever endured, the consequences can be just as severe and long-lasting. Emotional abuse endured over a long period of time results in post-traumatic stress, depression, suicide, substance abuse, and obesity (Hornor, 2010). Here are some forms of child abuse and maltreatments commonly experienced by children.

Child abuse constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment, commercial or other types of exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity. The abuse takes place in the context of a relationship of responsibility, trust or power. *Physical abuse* Child physical abuse refers, generally, to the non-accidental use of physical force against a child that results in harm to the child. Physically abusive behaviors include shoving, hitting, slapping, shaking, throwing, pushing, kicking, biting, burning, strangling and poisoning. The fabrication or induction of an illness by a parent or carer (previously known as Munchausen syndrome by proxy) is also considered physically abusive behavior (20).

Emotional abuse, also called emotional maltreatment, psychological maltreatment or psychological abuse refers to a parent or caregiver's inappropriate verbal or symbolic acts toward a child and/or a pattern of failure over time to provide a child with adequate non-physical nurture and emotional availability. Such acts of commission or omission have a high probability of damaging a child's self-esteem or social competence and may be perpetrated in following five behavioural forms (21).

Rejection is a form of emotional abuse, whereby the adult refuses to acknowledge the child's worth and the legitimacy of the child's needs. *Isolating*, involves the adult cutting the child off from normal social experiences, preventing the child from forming friendships, and making the child believe that he or she is alone in the world. *Terrorizing* is that the adult verbally assaults the child, creating a climate of fear, bullying and frightening the child, and making the child believes that the world is capricious and hostile. *Ignorance* involves deprivation of the child of essential stimulation and responsiveness, stifling the emotional growth and intellectual development. Finally, *corruption* involves the adult 'dissocializing' the child, stimulating the child to engage in destructive antisocial behavior, reinforcing that deviance, and making the child unfit for normal social experience.

Neglect refers to the failure by the parent or caregiver to provide a child, where they are in a position to do so, with the conditions that are culturally acceptable as being essential for their physical and emotional development and wellbeing (22). Neglectful behaviors can be divided into different subcategories. *Physical neglect* is characterized by the parent's or caregiver's failure to provide basic physical necessities, such as safe, clean and adequate clothing, housing, food and health care. *Emotional or psychological neglect* is characterized by a lack of parents' or caregivers' warmth, nurturance, encouragement and support; it is noted here that emotional neglect is sometimes considered a form of emotional abuse or maltreatment. *Educational neglect* is characterized by a parent's or caregiver's failure to provide supportive educational opportunities for the child. Finally, *environmental neglect* is characterized by the parent's or caregiver's failure to ensure environmental safety, opportunities and resources (23).

A general definition of child *sexual abuse* proposes that child sexual abuse involves "the use of a child for sexual gratification by an adult or significantly older child/adolescent". Child sexual abuse as "any act which exposes a child to, or involves a child in, sexual processes beyond his or her understanding or contrary to accepted community standards". Sexually abusive behaviors can include the fondling of genitals, masturbation, and oral sex, vaginal or anal penetration by a penis, finger or any other object, fondling of breasts, voyeurism, and exhibitionism and exposing the child to or involving the child in pornography (24).

Other forms of child abuse bullying or peer abuse, sibling abuse and institutional abuse, which involves the abuse that occurs in institutions such as foster homes, group homes, voluntary or charity organizations and child care centers and organizational exploitation like child sex rings, child pornography, child prostitution, and state-sanctioned abuse.

Emotions during War, terrorism, communal violence and natural disasters:

Violence suffered during war, terrorist attacks, and communal/ethnic conflicts shatters a community's routine and safety to the extent that powerful emotions have generated often linger long. Haunted by memories of pain and suffering, the victims paradoxically search to forget the

horror associated with such events while emotionally fixated and constituted by it. The emotions that typically accompany war terrorism and ethnic violence and the associated trauma are fear, anger anxiety, humiliation, shame and even guilt. There is a need to work through these emotions to build an environment defined by search for collective empathy and compassion. Keeping in view of the complexity of emotions, and to understand the traumatic nature of violence and remembering violence could be used as the very instrument to achieve a shift away from destructive and conflict perpetuating emotions towards those that facilitate conciliation. Reflex-like responses to the trauma of war may simply memorialize the trauma in ways that keep it 'fresh' and unresolved for an affected community. Grief, emotionally and politically transformative 'working through' the course of trauma. A turn to grief recognizes the inherent need for individuals and communities to confront intensely painful emotions and memories in order to be free of rather than trapped by them (25).

CONCLUSION:

In a science of emotion, we need to know how the experience, expression, and regulation of emotions are linked to cultural values and socialization conditions in individual development. Different paths for the development of emotions and regulation are to be expected in contexts differing in the cultural model of the self. Theoretical approaches to the socialization and development of emotions and regulation need to integrate other relevant research, focus on universalities and culture-specific pathways, inter-cultural and intra-cultural differences, and overcome ethnocentric biases. Whether the emotions play a more dominant role in our actions, thoughts, decisions, planning, and reasoning or is it cognition which initiates these processes is still not very clear. The extent of mediation of culture, emotion and cognition is something which must be elaborated and researched upon. Because culture is both cumulative and directed, culture has a unique ability to produce highly complex adaptations to local conditions in relatively short periods of time.

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